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ABSTRACT

A series of professional development workshops for the faculty of personnel certification programs was prepared at the request of the Massachusetts Department of Education. The new equity standards in teacher and administrator certification in Massachusetts call for instruction in gay and lesbian issues. This resource manual presents materials to be used in these workshops or in other professional development related to gay and lesbian student issues. The following are included: (1) excerpt from the "Massachusetts Teacher Certification Regulations"; (2) the Massachusetts Student Rights Law (Chapter 76, Section 5); (3) descriptions of six university programs or courses, from Amherst and Harvard Universities (Massachusetts) and the University of California, Berkeley, used to develop awareness of student diversity and the rights of gay and lesbian students; (4) excerpt from "Alone No More; Developing a School Support System for Gay, Lesbian and Bisexual Youth" (Minnesota Department of Education); (5) excerpt from "A Staff Development Manual for Anti-Homophobia Education" (Arthur Lipkin); (6) excerpt from the Massachusetts Department of Education Curriculum Frameworks; (7) "Raising Gay/Lesbian Issues in the Classroom (Arthur Lipkin); and (8) three role plays for use with students. A bibliography of 7 films and videos and 56 printed works is included. (SLD)

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Spring, 1996

Dear Colleague,

The Massachusetts Department of Education has asked us to present a series of professional development workshops for the faculty of personnel certification programs. This initiative follows a revision of the state's certification regulations approved by the Massachusetts Board of Education on September 27, 1994. The new equity standards in teacher and administrator certification call for instruction in gay and lesbian youth issues. The aim of these requirements is to prepare school personnel to:

- understand and support these young people, who are at considerable risk for suicide and other self-destructive behaviors;
- create a safe school environment for gay, lesbian, bisexual students, free of violence and harassment;
- work effectively with the parents of gay and lesbian young people.

We would like to help you insure that teachers, counselors, and administrators are provided with information and training before they are employed and that veteran teachers have access to such curricula as part of their recertification plan.

This resource manual presents excerpts from the certification regulations and the entire Student Rights Law for your information. We have also included:

- descriptions and/or syllabi from a number of university programs and courses to serve as models for curriculum development;
- sections of the outstanding report Alone No More from the Minnesota Department of Education;
- a model for a staff development workshop;
- a guide and bibliography for teachers intending to introduce gay/lesbian topics in their schools;
- role plays to evoke the perspectives of teachers. administrators, counselors, students, and their families who are dealing with these vital issues.

We hope that you will find these materials useful in your work. Copies of this resource manual may be obtained by written request: Arthur Lipkin, 210 Longfellow Hall, Harvard Graduate School of Education, Cambridge, MA 02138.

Sincerely,

Arthur Lipkin, Ed.D., Director
Catherine Roberts, M.Ed., Assistant Director

APPRECIATIONS

Governor William Weld and Lieutenant Governor Paul Cellucci for their continuing commitment to the Governor's Commission on Gay and Lesbian Youth;

The Commission and its chair David LaFontaine for their advocacy on behalf of gay and lesbian youth in schools and communities and for their continuing work with the legislature, Governor's office, and the Department of Education;

The Massachusetts Board of Education and its former chair Marty Kaplan for supporting the recommendations of Governor Weld and the Commission, establishing the Safe Schools Program for Gay and Lesbian Youth in the Department of Education, revising certification standards, and courageously speaking out for the well-being of gay and lesbian youth in the Commonwealth;

Commissioner Robert Antonucci and the State Department of Education for making the Safe Schools Program for Gay and Lesbian Students a national model in how government can assist schools to meet the educational needs of an often-ignored student population, at-risk for suicide and other problems;

Karen Harbeck and Maurice Kauffman for helping to improve teacher/administrator certification standards;

Warren Blumenfeld, Al Ferreira, Pat Griffin, Louise LaFontaine, Bernadette Murphy, Bob Parlin, and Patty Smith for their dedication to this project and their brilliance;

Massachusetts P-FLAG for their devotion and availability;

The teachers, administrators, counselors, community-based service providers, and students of all sexualities who serve as role models to us all;

The college and university faculty and staff who share this mission.

The Massachusetts Governor's Commission on Gay and Lesbian Youth, the 3
first of its kind in the nation, was formed by Governor William Weld on February 10, 1992. Since its inception, the all-volunteer group has worked cooperatively with state departments and agencies to protect and nurture gay and lesbian young people in schools and communities. The Commission has heard public testimony from students, teachers, parents, health care providers, and others and has issued three major reports.

Recommendations in their Education Report, Making Schools Safe for Gay and Lesbian Youth (1993), were approved by the governor and adopted by the Board of Education. Subsequently, the Safe Schools Program for Gay and Lesbian Students was established at the Massachusetts Department of Education. This small but energetic program has been generously funded and expertly staffed to assist local schools in meeting the recommendations of the Board of Education.

The Governor's Commission continues to monitor the progress that is largely a result of its own conscientious activities.

The following Commission publications may be obtained from: Governor's Commission on Gay and Lesbian Youth, State House, Room 111, Boston, MA 02133. Telephone: 617-727-3600, ext. 312.

> Making Schools Safe for Gay and Lesbian Youth: Breaking the Silence in Schools and Families, Education Report, February 25, 1993.
>
> Prevention of Health Problems Among Gay and Lesbian Youth: Making Health and Human Services Accessible and Effective for Gay and Lesbian Youth, August, 1994.
>
> Making Colleges and Universities Safe for Gay and Lesbian Students, Report and recommendations, July, 1993.

Massachusetts Department of Education Certification Regulations

(* indicates relevance to gay/lesbian youth)

7.11: Competencies for Certified Educators

(1) Common Teaching Competencies

Competency VI: Equity

*a. expertly addresses equity issues;
*b. understands the unique developmental and cultural needs and challenges experienced by special needs children, and linguistic and other minorities, and works to effectively integrate these students into classroom, school, and community settings;
*c. understands the roles of the American school in a democratic and multicultural society, the relationship between cognitive development and ethical behavior, and current equity issues;
*d. masters effective strategies within the classroom and other school settings to address discrimination based on each student's race, sex, sexual orientation, religion, socioeconomic class or disability;
e. uses teaching strategies and related research to foster second-language acquisition;
*f. defends and encourages the rights of students to equal treatment and freedom of expression;
*g. encourages development of self-esteem of all children;
h. uses different kinds of learning groups;
*I. continually learns form students and parents about their backgrounds, experiences, and culture and incorporates their contributions into the curriculum;
integrates knowledge of subject matter, methodology, human development, and individual differences to enhance instruction for all students.

(2) Common School Administrator Competencies

Competency V: Equity

*a. understands the importance of education in a democratic society, including the need to provide equal education opportunities;
*b. accepts and respects individual and group differences with regard to gender, language, race, sexual orientation, religion, socioeconomic background, and values;
*c. understands and addresses the historical and political backgrounds of the major gender, racial, ethnic, and cultural groups in the school district;
*d. identifies and uses educational resources and agencies which provide support and expertise for education of students from diverse racial, socioeconomic, linguistic, and cultural backgrounds;
*e. fosters a school climate that addresses the individual needs of students in a diverse society;
*f. recognizes and addresses bias in teaching materials, assessment instruments, school practices and school organization;
*g. acts in accordance with the ethical principles of the profession;
h. understands the legal aspects involving students with special needs and understands and implements results of contemporary research in the delivery of effective services for students with special needs;
*i. uses an understanding of intercultural relations and communication to create a positive environment for individual students in a diverse society.

THE LAW

Massachusetts General Laws, Chapter 76, Section 5:
No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion, national origin, or sexual orientation.

You have the right to attend a public school. Public schools cannot discriminate against you because of your **race** (African-American (black), Asian, Native American, Caucasian (white), etc.), **color** (darker skin, lighter skin, etc.), **sex** (male or female), **religion** (Catholic, Protestant, Jewish, Atheist, etc.), **national origin** (Hispanic, Cambodian, people who have limited English-speaking ability, etc.), or **sexual orientation** (gay, lesbian, heterosexual, etc.).

It gives **every student** the right to **equal educational opportunities**.
When this law (also known as Chapter 622) was passed, a set of regulations was written to help explain the purpose of and protections under the law. These regulations describe your rights and what your school should do to protect them. The important points of the regulations are here in this booklet.

The regulations deal with five main areas of school policy: **school admissions; admission to courses; guidance services; curricula (what you learn in classes); and extra-curricular activities, including athletics.**

School Admissions

No public school may deny you admission or discourage you from applying because of your **race, color, sex, religion, national origin, or sexual orientation.**

Admission to Courses

Your school cannot deny you admission to a course, including physical education, because of your **race, color, sex, religion, national origin, or sexual orientation.** Your school may have academic standards such as a required course that must be passed before taking a more advanced course, but all students must have equal opportunity to meet those requirements.

Guidance

School guidance counselors and other staff must advise all students on the range of education and career opportunities. They cannot limit your options because of your **race, color, sex, religion, national origin, or sexual orientation.** Employers that come to your school to recruit must also be non-discriminatory.

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Curriculum

What you learn in courses must fairly present the culture, history, activities, and contributions of all people and groups. Overall, the books and other educational materials your school buys must include examples and situations which show men, women, and members of minority groups in positive roles.

Extra-Curricular Activities / Athletics

The extra-curricular activities that your school has (clubs, sports, etc.) must be open to all students. You can be required to try-out to show that you have the necessary skills, but you cannot be excluded because of your **race, color, sex, religion, national origin, or sexual orientation**.

Your school must provide equal opportunity for male and female students to participate in its sports programs. Equal opportunity is determined from many factors, including the number and type of sports offered, money spent on men's and women's teams, numbers of male and female students, equipment, facilities, etc. A school can have separate sports teams for men and women if they have equal instruction, training, access to available facilities, equipment and opportunities to practice and compete.

Active Efforts

Your school must also make **active efforts** to ensure that all students have equal educational opportunities. This includes:

- conducting periodic reviews of programs and activities in the school to ensure that they are free of discrimination;
- training teachers and other staff about this law; and
- providing information about this law to students and parents in the language they use.

Other Rights

State and Federal laws also protect students from discrimination based on disability, pregnancy or marital status. For more information on these laws check with your guidance counselor, principal, or the Massachusetts Department of Education.

RESOLVING A PROBLEM UNDER THE LAW

If you believe your rights have been violated, it's best to begin by talking calmly with the person you feel violated your rights - the teacher, coach, other student, administrator, etc. **Think carefully about what you want to discuss with him/her and how you will say it.**

If talking directly to the person doesn't seem to work, try talking with other people at school such as a guidance counselor, another teacher or department chairperson. You may want to bring someone who will help you as you talk to school officials. A friend, parent, or teacher may make you feel more comfortable. Whomever you talk with, remember to remain calm at all times. Keep **notes** of whom you talk with, when you spoke with them, and what was said. Ask your friend, parent, or teacher to take his or her own notes.

If the problem is still not solved, make an appointment to talk with your principal. Make sure that your information is correct and clear. Explain how you believe Chapter 76, Section 5 is being violated. Ask for his or her help in resolving the problem. Bring a copy of the law or this booklet with you. If your principal needs more time to investigate the situation, ask when you will know what the result is. If more than a week passes remind the principal of your concern.

If the principal feels that no violation has occurred, or if you are unable to meet with him or her, you can talk with your school system's "Title IX / Chapter 622 Coordinator." Every school system is required to have a person responsible for making sure that this law is followed by the school. This person probably works in your superintendent's office and has special training in Chapter 76, Section 5 and related laws.

If you still feel that the problem has not been resolved, you may file a formal complaint with your superintendent and school committee. Request through the superintendent a response to your concern. Be sure to let the superintendent know what you have already done to try to resolve the problem in your school. Your school committee must respond to you in writing within thirty days. If the problem is still not resolved, you can file a complaint with the Massachusetts Department of Education which will then investigate to ensure the law is being followed.

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RESOURCES

Organizations assist in resolving problems caused by discrimination. The four organizations listed below are government agencies that have the power to enforce the law. First try to resolve the problem at your school, and then contact these agencies if necessary. If English is not the language you use, these places have staff who speak some other languages and can help you.

MASSACHUSETTS DEPARTMENT OF EDUCATION (617) 388-3300 extension 291
The Program Quality Assurance Cluster investigates possible violations of Chapter 76, Section 5 and can advise students on the process of filing a complaint if the problem is not resolved locally.

MASSACHUSETTS COMMISSION AGAINST DISCRIMINATION (617) 727-3990 or (413) 739-2145
Can investigate discrimination in **admission** to schools only.

OFFICE OF THE ATTORNEY GENERAL (617) 727-2200
The Civil Rights Division can review complaints of educational discrimination to see whether legal action is appropriate.

UNITED STATES DEPARTMENT OF EDUCATION (617) 223-9672
The Office for Civil Rights can review complaints of discrimination based on race, sex, color, national origin, disability, and age in educational services.

Model University Programs/Courses

The following section is made up of program and course descriptions and syllabi from the University of Massachusetts at Amherst, Harvard University, and University of California/Berkeley.

They illustrate how curriculum on gay and lesbian school issues may be integrated into university programs as:

- part of a comprehensive anti-oppression education program;
- part of a single diversity course;
- part of a required summer orientation component centered on diversity;
- a stand-alone 8-week module;
- a semester course.

SOCIAL JUSTICE EDUCATION PROGRAM
DEPARTMENT OF STUDENT DEVELOPMENT
SCHOOL OF EDUCATION
UNIVERSITY OF MASSACHUSETTS, AMHERST

The Social Justice Education Program (SJEP) is an interdisciplinary program with a focus on the study of social diversity and social justice education particularly as they apply to formal educational systems. Our goals are to generate knowledge about social justice education and to apply that knowledge to the design and delivery of social justice educational programs. The SJEP focuses on SJE at two levels: individual development and multicultural educational systems change.

The bodies of knowledge that inform SJE include six areas: a) oppression theory and related theories of prejudice, b) writings specific to each manifestation of oppression addressed in the SJEP (racism, sexism, classism, Jewish oppression, lesbian/gay/bisexual oppression, and disability oppression), c) individual developmental theories related to both the instructors and learners in SJE, d) methodological theories related to the design, delivery, and evaluation of SJE, e) organizational development theories, and f) multicultural organizational theory.

The SJEP's central focus is preparing professional educators to understand social justice issues in the context of formal educational settings. The SJEP provides undergraduate courses and graduate degree programs for educational professionals who teach at all levels of the educational system, preschool through college. We hope to attract to the SJEP educational professionals whose primary responsibilities might include teaching, supervision or professional development of teachers, teacher education, educational administration, student affairs programming, school guidance and counseling, or college residential education.

A secondary focus of the SJEP is to address the needs of educators who work outside formal educational systems in adult education or other programs not associated with schools and colleges.

Graduate students in the SJEP have the opportunity to acquire experience in the design and delivery of long and short-term SJE classes. The SJEP provides these instructional opportunities in undergraduate SJE courses that explore the dynamics and impact of social diversity and oppression on individuals and social institutions. These undergraduate classes are designed for teacher trainees and other educational pre-professionals preparing to work in schools as well as to serve the general undergraduate population at the university. Graduate students meet their practicum requirement by teaching one of these

classes.

Some of these classes are taught as one-credit weekend workshops and are designed to meet state teacher certification standards:

Educ 392A Classism
Educ 392B Ableism (Disability Oppression)
Educ 392C Anti-Semitism (Jewish Oppression)
Educ 392D Heterosexism (Lesbian/Gay/Bisexual Oppression)
Educ 392E Racism
Educ 392F Sexism

Another course, Educ 210, is taught as a semester long three-credit class that meets university general education interdisciplinary social diversity requirements. This class addresses racism, sexism, anti-Semitism, ableism, and heterosexism..

SJE faculty and graduate student research contributes to the development of theoretical models and practical applications for addressing social justice issues in educational settings. Graduate students develop competencies and knowledge in individual awareness development, social justice education design and delivery skills, social justice content related to specific manifestations of social oppression, and social oppression theory.

SOCIAL JUSTICE EDUCATION
TRAINING AND TEACHING REQUIREMENTS

Training Requirements (Educ 392)

All members of the Social Justice Education Training Project, Master's and Doctoral Degree students, and Certificate of Advanced Graduate Study students are required to complete a sequence of requirements prior to training in Educ 392 or teaching in Educ 210.

Students identify one or two areas in which they would like to focus their training experience (sexism, racism, classism, ableism, anti-Semitism, heterosexism). We recommend that you choose one "ism" in which you are a member of the targeted social group and one "ism" in which you are a member of the agent social group.

Each project member, Master's student, and CAGS candidate must train for a minimum of two semesters. Each doctoral student must train for a minimum of 3 semesters.

The sequence of activities for completing the training requirement is as follows:

1. Participate in the workshops on which you want to focus your training experience (If you want to train in sexism and racism, for example, you must first participate in a sexism and a racism workshop either through 691E or 392).

2. Complete Educ 691E and Educ 648.

3. Complete Educ 693A (can be taken concurrently with assistant training experience).

4. Assistant Train in the workshops on which you want to focus (Assistant training includes completing a set of selected required readings focused on each of the forms of oppression in which you are assistant training).

5. Complete Educ 797S (Can be taken concurrently with first training experience).

6. Train for the first time in the workshops on which you want to focus.

7. Complete Educ 697X (Can be taken concurrently with second training experience).

8. Train for the second time in the workshops on which you want to focus.

9. (For doctoral students) Train for the third time in the workshops on which you want to focus.

Additional Undergraduate Teaching Opportunities (Educ 210)

In addition to training in the Educ 392 weekend workshops. SJE students and project members can also apply to teach in the semester-long Educ 210 class.

Prerequisites for Teaching 210 are:

One semester of successful training in Educ 392
One semester of succesful assistant training in at least one other "ism."
Participation in at least four different "ism" workshops
Enrolling in Educ 698W (Practicum) during the semester in which you are teaching 210
Permission of the Educ 210 faculty supervisor

Other Training and Teaching Opportunities

Educ 691E: Advanced Social Justice Education graduate students and project members are sometimes called upon to assistant train or co-train with faculty members in the 691E class. This opportunity is reserved for graduate students and project members who can demonstrate a high level of both content knowledge of the specific "ism" and training experience in that "ism."

691E Training Prerequisites: A) At least three semesters of training in 392, two of which must have been on the "ism" in which they will be training in 691E.

691E Assistant Training Prerequisites: At least two semesters of training in 392 on the "ism" in which they will be training in 691E.

Workshops With Schools or Other Off and On-Campus Agencies: Advanced Social Justice Education graduate students and project members are eligible to lead workshops with outside agencies who call the SJE seeking trainers. Students who do outside workshops through the SJE program contribute 10% of their consulting fee to the SJE program if their fee is $250 or less and 20% if their fee is more than $250.

Prerequisites: At least two semesters of training in 392 in the "ism" requested. Basic familiarity with the kind of agency requesting the workshop (if a school, some experience working with teachers or students in a school setting).

SOCIAL JUSTICE EDUCATION
REQUIRED COURSE DESCRIPTIONS AND PREREQUISITES

EDUC 691E SOCIAL JUSTICE ISSUES IN EDUCATION 3 CREDITS

Introductory vocabulary and definitions, description of the dynamics of oppression at the individual, institutional, and cultural levels. Focus on developing personal awareness of social group memberships in relationship to two specific forms of oppression. Introduction to selected literature on two specific forms of oppression.

No prerequisite. Offered Fall and Spring.

EDUC 648 OPPRESSION AND EDUCATION 3 CREDITS

Understanding the definitions, nature, dynamics, and manifestations of social oppression. Understanding the characteristics of agent/target identities and how social oppression affects agent and target groups. An examination of the relationship among different forms of oppression. Developing a vision of liberation and social change.

Prerequisite=Educ 691E or taken concurrently. Offered Fall Only.

EDUC 693A SOCIAL JUSTICE EDUCATIONAL DESIGN 3 CREDITS

Addresses content and process models used in the development of Social Justice Education programs. Matching educational methods, learners awareness and developmental levels, and goals. Conducting needs assessment and contracting for SJE. Introduction to group and individual interventions in SJE.

Prerequisites=Educ 691E and Educ 648. Offered Spring Only.

EDUC 797S FACILITATING SOCIAL JUSTICE EDUCATION 3 CREDITS

Identifying different kinds of group facilitation: leading discussions, consensus-seeking, decision-making, conflict management. Identifying facilitation and learning styles, soliciting and using feedback, stages of group development and basics of group dynamics, elements of SJE session, working with facilitation team.

Prerequisites=Educ 691E, 648, 693A Offered Fall Only

EDUC 697X SELF AWARENESS IN SOCIAL JUSTICE EDUCATION 3 CREDITS

Focus on awareness of leader social group memberships and impact on leadership skills, personal awareness of multiple forms of oppression and impact on leadership ability. Discussion of leadership strengths and challenges: managing conflict, resistance, group-leader dynamics

Prerequisites=Educ 691E, 648 Offered Every Other Spring Only.

EDUC 697L FOUNDATIONS OF SOCIAL JUSTICE EDUCATION 3 CREDITS

An exploration of definitions of SJE. An exploration of the disciplinary underpinnings of SJE: Content roots in psychology, social psychology, and anthropology and pedagogical roots in experiential education, feminist pedagogy, group dynamics. Focus on understanding SJE as a way to respond to social oppression.

Prerequisites=Educ 691E and 648 or both taken concurrently. Offered Fall Only.

EDUC 794S MODELS OF SOCIAL IDENTITY DEVELOPMENT 3 CREDITS

An introductory overview of developmental theory and its roots in social psychology. A focus on different models of social identity development and the usefulness of these models as a theoretical frame for understanding agent and target group members responses to addressing social oppression and participating social justice education.

Prerequisites=Educ 691E and 648. Offered Spring Only

EDUC 698W/X PRACTICUM IN SOCIAL JUSTICE EDUCATION 3 CREDITS

A supervised SJE training experience in either Educ 392 or Educ 210. Focus on workshop or class design, facilitation skills, and evaluation of personal leadership performance.

Prerequisites=Educ 691E, 648, 693A, Assistant Training in Educ 392, and Educ 797S (or taken concurrently). Offered Fall and Spring.

Educ 796D READINGS IN SOCIAL JUSTICE EDUCATION Variable Credit

All assistant trainers are required to complete a selected set of content readings for each workshop in which they assist. These readings must be completed either prior to or during the assistant training semester. A written critique of each reading is required. Assistant trainers may receive optional credit for this reading by registering for this class. Typically, two credits are assigned to each set of readings completed.

Permission of Instructor Required. No Prerequisites. Offered Fall and Spring.

EDUC 698P INTERNSHIP IN SOCIAL JUSTICE EDUCATION 6 CREDITS

An extended supervised practicum experience working with an on or off campus agency or school (other than the Social Justice Education Program) to develop, deliver, and evaluate a social justice education program.

Prerequisite=At least three semesters training in Educ 392 or Educ 210, completion of all required doctoral coursework. Offered in Fall and Spring. Permission of the Instructor Required.

SOCIAL JUSTICE EDUCATION FACULTY

Maurianne Adams - Lecturer

Dr. Adams' teaching, publication, and research interests focus on social diversity and social justice within human development frameworks. She is the director for Instructional Development and Social Issues Education in Residential Academic Programs. She co-supervises the undergraduate "Social Diversity in Education" course and graduate courses on multicultural adult development and student learning styles. She has presented papers at national conferences on developmental aspects of social justice learning and teaching as well as faculty and TA development workshops.

Pat Griffin - Associate Professor and SJEP Program Head

Dr. Griffin's professional interests focus on addressing heterosexism and homophobia in education and athletics. Her research interests include empowering lesbian and gay teachers and addressing the needs of lesbian, gay, and bisexual young people in schools. She is nationally recognized for her work on homophobia in women's sports. She teaches classes on social justice issues in schools, qualitative research methods, and understanding the theoretical underpinnings of SJE.

Rita Hardiman - Adjunct Faculty

Dr. Hardiman's professional interests include teaching and research related to social identity development, oppression, and the training of change agents. Much of her work outside the university involves working with organizations on becoming multicultural organizations, women's empowerment and alliances among women across race, class, sexual orientation, and disability. Dr. Hardiman teaches classes on oppression and designing SJE programs.

Bailey Jackson - Associate Professor (Dean of the School of Education)

Dr. Jackson is the founder of the Social Issues Training Project which later developed into the SJEP. He is nationally recognized for his research on black identity development and his Oppression/Liberation Identity Development Model. His current research and writing interests focus on multicultural organizational development.

Barbara Love - Associate Professor

Dr. Love specializes in multicultural organizational development and issues of equity in education. Her research focuses on factors affecting the organizational participation of women and people of color. She is currently writing a book on internalized oppression among African Americans. Dr. Love teaches courses on women and oppression, multicultural organizational development, and facilitating social justice education.

Linda Marchesani - Adjunct Faculty

Dr. Marchesani is the director of training and development for the university. Her professional interest and expertise are instructional development and supervision of trainers. She specializes in the integration of social justice and diversity issues in campus-wide professional development programming.

Rita Hardiman - Adjunct Faculty

Dr. Hardiman's professional interests include teaching and research related to social identity development, oppression, and the training of change agents. Much of her work outside the university concentrates on multicultural organizational development, women's empowerment, and alliances among women across race, class, sexual orientation, and ability/disability.

Felice Yeskel - Adjunct Professor

Dr. Yeskel is the Director of the campus-wide Program for Gay, Lesbian, and Bisexual Concerns and a visiting professor in the SJEP. Her professional interests and expertise focus on addressing anti-semitism, heterosexism, and classism. She is a nationally recognized authority on the development of campus programming for lesbian, gay, and bisexual students.

University of Massachusetts
Amherst

FALL, 1995

EDUC 210 (210U and 210W)

Social Diversity in Education

This General Education course focuses upon issues of social identity, social and cultural diversity, and societal manifestations of oppression. It draws upon interdisciplinary perspectives of social identity development, social learning theory, and sociological analyses of power and privilege with broad social contexts.

Lectures and presentations, readings, and discussions use developmental and sociological concepts to analyze social identity formation, social group differences and intergroup relations, and levels and types of oppression. The required readings apply discipline-based methods of inquiry to promote an understanding of oppression in relation to physical/mental ability, religion, race, gender, and sexual orientation. Students are expected to understand these perspectives as well as the issues they illuminate and to develop their understanding of the issues through class discussion and in social issues "case studies," and supplemental reading reports. A final essay exam will ask for application of key perspectives and critical concepts covered throughout the semester.

The course is based on an educational approach which integrates cognitive development with the experiential aspects of social learning. This approach encourages students to interact personally with the information and perspectives presented in lectures and readings, so that new learnings inform the student's personal and social reality. This learning is reflected in written work for the course.

The learning objectives for students in this course are:

1. To develop an awareness of one's social identities and your own and each other's social group membership;
2. To establish a knowledge base about the dynamics and selected manifestations of social oppression sufficient to allow for continued future learning;
3. To apply methods of critical analysis drawn from psychology and sociology to an examination of the socialization process and to the systemic maintenance of oppression;
4. To link new concepts and perspectives to observation and experience; and
5. To identify and practice new ways in which students can intervene on their own behalf and serve as allies for members of targeted social groups.

Course Requirements

Requirements include class attendance, active participation in discussions, and preparation of all readings and homework assignments by the due dates. There will be three short papers: one social diversity case inventory (in two parts) one written observation of an out-of-class multi-cultural activity, and one gender socialization paper. A final project and a final essay exam will have you apply some of the major perspectives and concepts of the course to your learning about the issues. Assigned readings come from sections of the course reader, ***Social Diversity and Social Justice: Selected Readings.***

Text

Social Diversity and Social Justice: Selected Readings is available at the beginning of the semester from Food for Thought Books, 106 North Pleasant St., Amherst. Additional xeroxed articles and worksheets will be handed out during the semester.

GRADING STRUCTURE and DUE DATES

15% Attendance and Class Participation.

10% Readings and Homework.

15% **Gender Socialization paper**
due: Week 4

10% **Social Diversity Inventory paper: (Part 1)**
due: Week 7

10% **Social Diversity Inventory paper: (Part 2)**
due: Week 9

15% **Independent Learning Project: Specific project to be determined by instructor(s).**
due: Week 14

25% Final Exam (during final exam schedule)

100%

ATTENDANCE POLICY

Attendance and participation are important components of this experientially based course that only meets once per week. You are expected to attend all classes unless a compelling reason requires that you be absent. If you are unable to attend class, you are expected to notify the instructor before the class meeting. If your reason for being absent is serious, (i.e., illness, death in the family, or other unforeseen crisis), then your absence will be excused.

EXCUSED ABSENCE: THREE (3) POINTS will be deducted for each excused absence. If you complete a make-up assignment that you negotiate with your instructor THREE POINTS (3) will be added to your score.

UNEXCUSED ABSENCE: FIVE (5) POINTS will be deducted for each unexcused absence. If you complete a make-up assignment that you negotiate with your instructor THREE (3) POINTS will be added to your score. THREE (3) UNEXCUSED absence equals a failure.

SYLLABUS

Weeks 1 and 2: Introduction and Conceptual Framework

Introductions (to each other and to the course), team building and group norms, class expectations, logistics. Review of syllabus and guidelines for written work.

Discussion of course goals and experiential learning process from concrete experience to reflective observation, to abstract system or theory-building, to active experimentation with concrete experience that recycles the learning process.

Introduction to first two concepts and perspectives used in this course: (1) social identity and social group membership, power differentials for favored and targeted social groups (domination/subordination) and (2) commonalties among various forms of oppression (umbrella model).

Interdisciplinary perspective on these issues. Approaches and perspectives in this course come from developmental psychology (theories of socialization, development of social identity) and from sociology (study of social institutions, group dynamic, phenomena of power and privilege).

Readings for Weeks 1 and 2: Selections from Chapter 1 of the reader.

Part II: Social Identity, Social Groups

Weeks 3 and 4: Sexism

Gender as an aspect of social identity. A close examination of the process of gender socialization and sex roles and of the role public media has in perpetuating sex role stereotypes. Discussion will include benefits and costs to members of the favored (dominant) group and targeted (subordinate) groups.

Readings for Weeks 3 and 4: Selections from chapter on Sexism in the reader.

Due Week 4: Gender Socialization paper.

Weeks 5 and 6: Heterosexism

Cycle of socialization, myths, misinformation, and stereotyped beliefs. Examples of the personal, institutional, and cultural manifestations of lesbian, gay & bisexual oppression, both conscious and unconscious. Historical context, movements toward empowerment, and roles for allies.

Readings for Weeks 5 and 6: Selections from chapter on Heterosexism in the reader.

Weeks 7 and 8: Racism

Cycle of socialization, conscious and unconscious expressions of racism. Myths and stereotypes, missing and false information seen in historical context. Manifestations of racism at personal, institutional, and cultural levels.

Reading for Weeks 7 and 8: Selections from chapter on Racism in the reader.

Due Week 7: Inventory Part 1.

Weeks 9 and 10: Anti-Semitism

Role of religion as an aspect of social identity. Myths and stereotypes involved in anti-Semitism. Manifestations of Jewish Oppression at personal, institutional, and cultural levels; conscious and unconscious types of anti-Semitism. Role of social class in anti-Semetic stereotypes. Significance of historical precedents and historical context.

Readings for Weeks 9 and 10: Selections from chapter on Anti-Semitism in the reader.

Due Week 9: Inventory Part 2.

Weeks 11 and 12: Ableism

Introduction to 4th and 5th concepts and perspectives for this course: cycle of socialization (social learning and unlearning, myths and stereotypes, missing or false information about physical and mental disabilities). Personal, institutional, and cultural levels of disability oppression; conscious and unconscious types.

Readings for Weeks 11 and 12: Selections from chapter on Ableism in the reader.

Week 13: Parallels and Interconnections

Class assignments to generate examples of parallels and interconnections among issues discussed thus far. Application to personal experiences and observations of selected major topics from discussions and readings.

Readings for Week 13: Selections from chapter on Parallels and Interconnections in the reader.

Final Exam distributed

Week 14: Visions of the Future

Retrospect on your own developmental process: reflection on your learnings about your own social and cultural identities, taking the other person's social and cultural identities, taking the other person's social and cultural perspective, understanding interpersonal cross-cultural dynamics, recognizing levels and types of oppression. Developing a repertory of personal strategies and interventions: class and residence hall situations, interpersonal strategies, personal responsibility, building bridges and forming alliances. Commitments for lifelong learning.

Due Week 14: Final Project

GENDER SOCIALIZATION PAPER

This is a three-part assignment. It is intended (1) to generate specific memories and provide you with a "lifeline" of notes about the gender specific messages you received in your childhood and early teens, so that you can (2) write a paper about a specific gender-related incident from your life and (3) reflect upon the process of socialization noting the high and low satisfaction as it related to these gender messages.

PART I. (REFER TO EXAMPLE ON OTHER SIDE)

On a piece of paper draw a lifeline depicting past and present events in your own life focusing on your experiences of your own gender, as a man or woman, boy or girl. Create a vertical graph and label high and low points or "generally the way I felt" during each incident.

Cite individual situations when you noticed your gender, when it made a difference, when you felt uncomfortable being your gender, when it was important to be your gender, when you were valued because of your gender, when you were treated well because of your gender, when you were mistreated because of your gender, when you were laughed at because of your gender, when you felt good about being your gender, etc. As you remember these incidents, if you felt good, mark it on your graph as a high point, if you felt bad or uncomfortable mark it as a low point.

PART II.

Choose one of these specific situations and write about it. Include in the story the characters that were present, what happened, where it happened, when it happened, why this situation stands out for you, and why you marked it high or low satisfaction on your life line. Basically who, what, when, where, how, and why.

PART III: This is the most important part!!

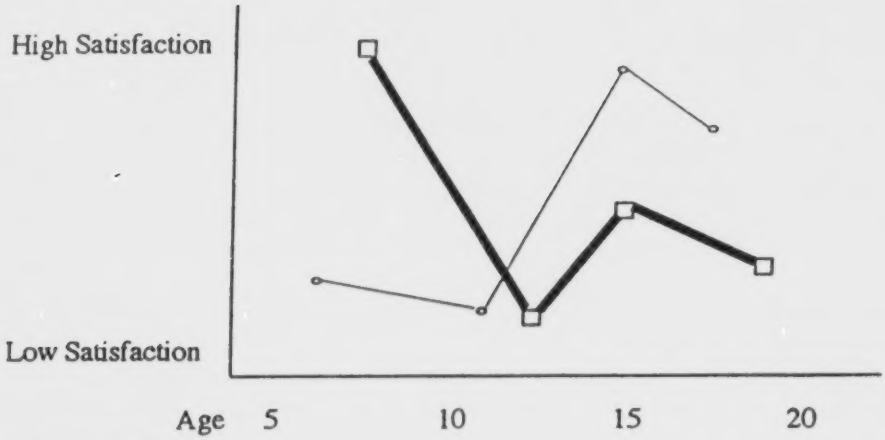
Review your lifeline as a whole and reflect upon your socialization as female or male. The following is a list of questions to think about as you review your lifeline:

What were your expected roles as a boy or girl?
What were some of the expectations others had of you?
What was your behavior in response?
What were the pressures you felt and who created them?
How were these messages reinforced?
What messages made you feel high or low satisfaction?
What were some of the restrictions or limitations you felt?
What have you learned?
Have your behaviors changed?

Based on the lifeline, your readings and class discussions, what is your perception of your gender socialization today? How has sexism affect your life?

Example:

PART 1:



Female

Age 6 - Father came home with a gift for my brothers and I. I got a doll, my brothers got drums. I was mad because I hated dolls. Why didn't I get a drum?

Age 11 - I wanted to play on the baseball team but the boys wouldn't let me play because I was a girl.

Age 15 - I was asked out by a guy I really liked.

Age 18 - Went to a bar with friends and had all my drinks paid for by the guys at the bar.

Male

Age 7 - My uncle took me fishing for the first time ever with out any girls around.

Age 12 - I wanted to take dance lessons but my friends made fun of me so I quit.

Age 15 - My coach pressured me to play football (or I wouldn't be a real man), even though I wanted to play soccer.

Age 19 - I got in a fight with some guy, all my friends were watching and he beat the crap out of me.

Social Diversity Inventory

The Social Diversity Inventory is a structured series of questions designed to guide you through a better understanding of your own role in a critical incident (i.e. a situation which involved prejudice or discrimination and issues of social group membership, in which you were at least a direct observer).

The incident you select to write about should be recent and involve participants from different social group memberships (physical/mental capacity, religion, race, gender or sexual orientation). You may select an incident that occurred in the residence halls, on campus, in your home neighborhood, in an office, store, or on vacation, etc. You need to be involved as a participant or direct observer. You can not use an event that you heard about from another person.

The Social Diversity Inventory is worth 20 points and is divided into two arts.

PART 1: (10 points) asks you to describe the incident, tell what you did and said and consider your own feelings and perspectives and the feelings and perspectives of other participants.

PART 2: (10 points) asks you to consider other possible ways of responding to the situation and ways to prevent similar situations form happening again.

Please remember your paper will not be evaluated on "right" and "wrong" answers. Rather you can receive the full 20 points based on the completeness of your answers and your demonstrated effort to: (1) describe the incident in detail; (2) better understand your interaction with other participants; (3) reflect on your own thoughts, feelings and behaviors and (4) reflect on other participants' thoughts, feelings and behaviors.

.....

PART 1 - Due: _____

I. **Background**: (Note: Describe the scene - Do not tell what happened yet)

1. Describe the location

2. When did it happen? (time, season, in relation to other events)

3. Who were the people involved or witnessing the incident? Provide relevant information on the social group memberships of the people involved and any other information you consider important for an understanding. (Be sure to include information about yourself)

II. Action

1. Tell exactly what happened in detail, from beginning to end. Be sure to include:

   A. Who said and did what? (Use exact words when possible)

   B. What did you observe beyond actions and words? (Attitudes, beliefs, values)

   C. How were you involved? What did you say and do?

III. Reflection:

1. At the time of the incident what was going on inside of you?

   A. What were you thinking? (There may be many thoughts)

   B. What were you feeling? (There may be several conflicting emotions)

2. Currently, what is your perspective on <u>yourself</u>?

   A. How might your thoughts and feelings have effected your behavior?

   B. How might your social group membership have affected your thoughts, feelings, behaviors?

   C. What other factors might have influenced your thoughts, feelings or behaviors?

3. Currently, what is your perspective on <u>the other people</u> who were involved?

   A. What might the people involved have been thinking and feeling about what happened?

   B. How might their thoughts and feelings affected their behavior?

   C. How might their social group membership have affected their thoughts, feelings and behaviors?

   D. What other factors might have influenced their thoughts, feelings or behaviors?

EDUC 4 210: Social Diversity in Education
Social Diversity Inventory
Page 3

Part II: Due: _____

IV. In Retrospect:

1. Looking back now on what you did (even if what you did was to do nothing at all):

   A. What were the costs and benefits of what you actually did?

   B. What else could you have said or done in this situation? Name at least two other possible responses.

      For each of these other possible responses:

      1) What would you have needed in order to have been able to respond in that way?

      2) What about the situation made it not possible for you to respond in that way?

   C. Whether or not you could gave done anything differently when you were i the situation, what actions might you be able to take after the fact to either remedy that situation or raise awareness about the need for change? Name at least two possible actions you could take after the fact.

      For each possible action:

      1) How might you or others benefit from your taking this actions?

      2) What night be the "costs" to you or others from this action?

2. Looking back on how it affected you:

   A. To what extent did this situation "shake-up" any of your assumptions or beliefs? Explain

   B. To what extent did this situation help you understand any dynamic or concepts related to a specific "ism" or to social oppression in general.

SOCIAL DIVERSITY
EDUC 210

CONDENSED SYLLABUS

Section: EDUC 210C
Instructor(s): Ginni Fleck
Place:
Time: Tuesday and Thursday 2:30 - 3:35

Tuesday Schedule

Week	Date	Topic	Item Due
1	9/7 - 9/12	Introductions and Conceptual Frameworks 1	
2	9/14 - 9/19	Introductions and Conceptual Frameworks 2	
3	9/21 - 9/26	Sexism	
4	9/28 - 10/3	Sexism	Gender Socialization
5	10/5 - 10/10	Hetrosexism	
6	10/12 - 10/17	Hetrosexism	
7	10/19 - 10/24	Racism	Inventory Part 1
8	10/26 - 10/31	Racism	
9	11/2 - 11/7	Anti-Semitism	Inventory Part 2
10	11/9 - 11/14	Anti-Semitism	
11	11/16 - 11/21	Ableism	
12	11/28 - 11/30	Ableism	
13	12/5 - 12/7	Parallels and Interconnections (Final Exam distributed)	
14	12/11 - 12/14	Visions of the Future	Final Project

HARVARD GRADUATE SCHOOL OF EDUCATION 35

T-901

The Socio-Historical Context and the Issues of Diversity in American Schooling

Summer Component, 1995

Teacher Education Programs

Vito Perrone
224 Longfellow Hall
495-7748

Teaching Fellows

Consuelo Aceves	John Kordalewski
Nadine Ball	Robert Tai
Vanessa Brown	Ira Thomas
Kevin Colleary	Christine Woyshner
Duane Grobman	

"Go talk with those who are rumored to be unlike you,
And whom, it is said, you are so unlike" (Richard Wilbur, **New and Collected Poems**, 1988, p.73).

We are embarking together on a year-long journey into the world of teaching and learning and schools. You will read and be asked to think about much that is new--but you will also be asked to draw heavily on your own biographies, your various experiences as learners and teachers, as friends to others, as members of many diverse kinds of communities. Much of the time will be in sections discussing readings, responding to various speakers, sharing personal perspectives, points-of-view. Matters of race, gender, linguistic and cultural background and class will assume prominence. Such conversations may be difficult but they should also lead to a larger consciousness and greater understanding of issues which are critical for our work as teachers and citizens, as TAC/MCMS community members.

Our time over the four weeks of the Summer Component will be intense, though filled with many moments of intellectual and social exhilaration. Learn from one another. See your colleagues as important teachers.

The syllabus/schedule which follows may need some modest adjustment as we go along, but you will be made aware of changes. Read everything assigned as thoughtfully as possible, even as we may not be able to discuss each of the readings in detail. Maintain your teaching and learning journal (to be discussed)--use it for ongoing reflection. To make the most of your preparation for teaching, you obviously need to make a large personal investment. You are expected to assume an active role in all aspects of the program.

SCHEDULE AND SYLLABUS

[Note that the list of students for each section and the room locations for the sections are on a separate sheet. General meetings and presentations are in Longfellow 100, Larsen G-08 and Gutman Conference Center.]

Materials to be picked up at Registration:

Eckert, P. (1989). Jocks and burnouts: Social categories and identity in high school. New York: Teachers College Press.
Perry, T. and **Fraser, J. W.** (1993). Freedom's plow: Teaching in the multicultural classroom. New York: Routledge.
T-901 Reading Packet

Tuesday, August 8

2:00 - 3:30 Summer Component Registration and General Meeting
Purposes, methods and logistics of the Summer Component, Vito Perrone
100 Longfellow Hall

3:30 - 5:00 HGSE Registration of TAC/MCMS Students
Gutman Conference Center

5:30 - 7:30 Welcome Dinner
Gutman Conference Center

Readings for August 9:

Grant, The World we Created at Hamilton High (assigned over the summer)
FREEDOM'S PLOW, Part I.
Perrone, V. (1991) Toward Large Purposes. In V. Perrone A Letter to Teachers: Reflections on Schooling and The Art of Teaching San Francisco: Jossey-Bass (1-11)

Wednesday, August 9

8:30 Section Meetings
10:00 Refreshment Break
10:30 Section Meetings
12:00 Lunch
MCMS Lunch - 225 Longfellow
Teaching Fellows Lunch

1:30 - 4:30 Introduction to Cultural Diversity and Education, Theresa Perry, Undergraduate Dean, Wheelock College
100 Longfellow Hall

Readings for August 10:

Grant, THE WORLD.....
Perrone, V. (1985) " A Perspective on Equity"
Vobejda, B (1991)" The Changing Face of America"
Washington Post

Thursday, August 10

8:30	Section Meetings
10:00	Refreshment Break
10:30	Vito Perrone - "The Social/Ecological Setting of our Schools" 100 Longfellow Hall
12:00	Financial Aid Meeting Julie Rutyna Shields, Director, Financial Aid Office, HGSE 100 Longfellow Hall
12:30	Lunch
1:30	Section Meetings
2:45	Tour of Gutman Library

Readings for August 14:

Eckert, JOCKS AND BURNOUTS

Ogbu, J. U. (1989). " Cultural discontinuities and schooling", Anthropology and Education Quarterly. 13/4, (290-307).

Phelan, P., Davidson, A. L. and **Cao, H. T.** (1991). " Students multiple worlds: Negotiating the boundaries of family, peer and school cultures". Anthropology and Education Quarterly. 22/3, (224-250).

Friday, August 11

Day at Castle Hill Reservation

8:00	Buses depart for Castle Hill
9:00	Section Meetings
10:00	Break
10:30	Meetings with TAC/MCMS Alumni/ae
12:00	Free Time
1:30	Lunch and Program Philosophy and Purposes of HGSE's Teacher Education Programs, Vicki Jacobs, Associate Director of Teacher Education Programs School Sites and School Placements, Denise Bowman
3:00	Free Time
4:30	Buses depart for Cambridge

Monday, August 14

8:30	Section Meetings
10:00	Refreshment Break
10:30	Paul Watanabe, Associate Profess of Political Science and Co-Director, Institute for Asian-American Studies UMASS/Boston: "The Past in the Present: Analysing the World War II Japanese American Internment." Larsen G-08
12:00	Lunch
1:00	Section Meetings
6:00 - 8:30	Film and Discussion, "Breakfast Club" Gutman Conference Center

Readings for August 15:

LEAP Asian Pacific American Public Policy Institute (1993). Policy issues to the year 2020. Los Angeles: Leadership

38
August 15 readings, continued:
Education for Asian Pacifics, Inc.
Kiang, P. N. and **Lee, V. W.** (n.d.) " Exclusion or contribution? Education K-12 policy", (25-48).
Perrone, V." The Importance of Historical Perspective". A Letter to Teachers, pp. 120-30.

Readings for August 15, continued:
Tyack, D. The One Best System. Cambridge: Harvard University Press, pp. 26-47.
Wang, L. L. (n.d.) " Trends in admissions for Asian Americans in colleges and universities", (45-59).

Tuesday, August 15

8:30	Section Meetings
10:00	Refreshment Break
10:30	Paul Watanabe, "Old Strangers and New: Asian-Pacific American" Larsen G-08
12:00	Lunch
1:00	Section Meetings
2:30	Vito Perrone "An Historical Perspective on Schools" (Part 1) Larsen G-08

Readings for August 16:
Katz, M.B. " Alternative Models for American Education". Reconstructing American Education. Cambridge: Harvard University Press, pp. 924-57.
"Cross City Campaign for School Reform". (1995). Reinventing Central Office

Wednesday, August 16

8:30	Section Meetings
10:00	Refreshment Break
10:30	Vito Perrone "An Historical Perspective on Schools" (Part 2) Larsen G-08
12:00	Lunch
1:00	Section Meetings
2:30 - 3:30	Internet Session, "Educational Resources on the Internet: Collaborative Classroom Projects; Curriculum Materials; Schools and the World-Wide Web; Contact with Colleagues Around the World Via Issue-Based Discussion Groups" Gutman Library Reference Staff Media Classroom [Students with last names A through L]

Readings for August 17:
FREEDOM'S PLOW, pages 27-63

Thursday, August 17

8:30	Section Meetings
10:00	Refreshement Break
10:30	Roseanne Perlmutter, Teacher of Psychology, Sociology, History, Newton North High School: "Pattterns of High School Peer Grouping" Larsen G-08
12:00	Lunch MCMS Brown Bag Lunch - 225 Longfellow Teaching Fellows Lunch
1:30	Section Meetings
3:00 - 4:00	Kevin Harrington, Career Services Office
6:00 - 8:30	Film and Discussion, "Dead Poets Society"

Readings for August 18:

FREEDOM'S PLOW, pages 91-97, 121-142

Dewey, J. "My Pedagogic Creed"

Dewey, J. "The Child and The Curriculum"

Friday, August 18

8:30	Section Meetings
10:00	Refreshment Break
10:30	Vito Perrone - "John Dewey and Progressivism" Larsen G-08
12:00	Videotape, "Teaching Indians to be White" Larsen G-08
12:45	Lunch
2:00 - 3:00	Section Meetings

Readings for August 19:

New York Times Staff (1993). Children of the shadows. New York Times Publishing.

Saturday, August 19

8:30	Film, "Hoop Dreams" 100 Longfellow Hall
12:00	Lunch
1:00 - 3:00	Section Meetings

Readings for August 21:

Ameer, John, " Norm and Diversity: Cultural Pluralism in the History of American Education" in A. Nava et.al. Educating America in a Multiethnic Society. (1995) New York. McGraw Hill (11-30).

August 21 readings, continued:

Perlmutter, P. (1992). " The teaching of contempt". In P. Perlmutter, Divided we fall: A history of ethnic, religious, and racial prejudice in America. Ames, IA: Iowa State University Press.

"Identity Formation"

The Kinsey Research on Sexuality

Leck, Glorianne, "Politics of Adolescent Sexual Identity and Queer Responses"

Lipkin, Arthur, "Violence: Homosexuality & Youth", compiled and written for The National Forum on "Safeguarding OUr Youth: Violence Prevention for Our Nation's Children"

Monday, August 21

8:30	Section Meetings
10:00	Refreshment Break
10:30	Phillip Perlmutter, Former Director, Jewish Community Relations Council of Greater Boston, "Group Identity and Group Conflict" Larsen G-08
12:00	Videotape, "The Lunch Date"
12:30	Lunch
1:30	Arthur Lipkin, Instruction in Education, HGSE, "Gay/Lesbian Identity Development and Queer Theory Larsen G-08
3:00 - 4:00	Section Meetings

Readings for August 22:

FREEDOM'S PLOW, pages 185-196

Smith, Barbara, "Homophobia: Why Bring It Up?"

Sears, James, Chapter 6, "Black or Gay in a Southern Community" from Growing Up Gay in the South, Haworth Press, 1990.

Lane, Alycee J., "Pride at Home"

Trujillo, Carla, "Chicana Lesbians: Fear and Loathing in the Chicano Community", from Chicana Lesbians: The Girls Our Mothers Warned us About, Third Woman Press, 1991.

Lim-Hing, Sharon, "Anu", from The very Inside: An anthology of Writing by Asian and Pacific Islander Lesbian and Bisexual Women. Sister Vision Press, 1994.

Lipkin, Arthur, "The Case for a Gay and Lesbian Curriculum," High School Journal. 77/1 and 2. October-November 1993

Tuesday, August 22

8:30	Section Meetings
10:00	Refreshment Break
10:30	Arthur Lipkin, HGSE, "Multiple Identities and Curriculum" 100 Longfellow Hall
12:00	Lunch
1:00 - 2:30	Section Meetings

Readings for August 23:

FREEDOM'S PLOW, pages 65-89, 215-229

Wednesday, August 23

8:30	Section Meetings
10:00	Refreshment Break
10:30	Panel," Gay and Lesbian Issues" Bernadette Murphy, Shady Hill School, Teacher/TAC Alumna Ernest van Seasholes, Principal, Newton South High School Bob Parlin, Newton South High School, Teacher, TAC Alumnus Reggie Sellers, Teacher and Coach, Noble and Greenough School 100 Longfellow Hall
12:00	Lunch Teaching Fellows Lunch - 225 Longfellow MCMS Brown Bag Lunch
1:30	Section Meetings
3:00 - 4:00	Internet Session Media Classroom [Students with last names M through Z]

Readings for August 24 and 25:

AAUW Educational Foundation (1993). "How Schools Shortchange Girls: A Study of Major Findings on Girls and Education. (1-8; 33-41; 68-74).

Bailey, S.M. and Campbell, P.B. (1993). "Gender Equity: The Unexamined Basic of School Reform". Stanford Law and Policy Review. Volume 4. Winter, 1992-93, (73-86).

McIntosh, P. (1988) "Understanding Correspondence Between White Privilege and Male Privilege Through Women's Studies Work", Working paper no. 189. Wellesley, MA: The Wellesley College Center for Research on Women.

Flawed Selection Test Again Cheats Girls out of National Merit Scholarships. Fair Test Examiner. 8/2. Spring, 1994 (1 and 4).

Bailey, S.M. (1993) " The Current Status of Gender Equity Research in American Schools", Educational Psychologist. 28/4,

Stencel, S. (1994) Education and Gender. CQ Researcher. 4/21. June 3, 1994, (482-503).

(321-339).

Thursday, August 24

8:30	Section Meetings
10:00	Refreshment Break
10:30	Kathryn Geismar, Coordinator, Program on Women's Psychology and Girl's Development, HGSE Lisa Sjostrom, Researcher, Wellesley Center for Research on Women Larsen G-08
12:00	Lunch
1:00 - 2:30	Section Meetings
3:00 - 4:30	Teacher Panel--"Motivating Students"
6:00 - 8:30	Film and Discussion, "Up the Down Staircase" Gutman Conference Center

Friday, August 25

8:30	Section Meetings
10:00	Refreshment Break
10:30	Kathryn Geismar and Lisa Sjostrom Larsen G-08
12:00	Lunch
1:00 - 3:00	Section Meetings

Readings for August 28:
Schwager readings TBA

Monday, August 28

8:30	Section Meetings
10:00	Refreshment Break
10:30	Sally Schwager, Lecturer on Education, HGSE "Historical Perspectives on Gender and Education" Larsen G-08
12:00	Lunch
1:00 - 3:00	Section Meetings Mini-Teaching Exercises

Readings for August 29:
Schwager readings TBA

Tuesday, August 29

8:30	Section Meetings
10:00	Refreshment Break
10:30	Sally Schwager, (Part II) Larsen G-08
12:00	Lunch
1:00	Section Meetings Mini-Teaching Exercises
2:30 - 4:00	Phil Sadler, Assistant Professor of Education, HGSE "Alternative Strategies in Science Education" Larsen G-08

Readings for August 30:

Stock, P. L. (1986). " Writing across the curriculum". Theory into practice. XXV/2, (97-101).
Knoblauch, C. H. and Brannon, L. (1983). Writing as learning through the curriculum. College English. 45/5, (465-474).
Fulwiler, T. (1983). " Why we teach writing in the first place". In P. L. Stock (Ed.), fforum: Essays on theory and practice in the teaching of writing. Montclair, NJ: Boynton/ Cook, (273-286).
Early, M. and Ericson, B. O. (1988). " The act of reading". In B. F. Nelms (Ed.), Literature in the classroom: Readers, texts, and contexts. Urbana, IL: National Council of Teachers of English, (31-44).

Readings for August 30, continued:
Smith, Frank, "Myths of Writing", in Language Arts, Volume 58, Number 7, October 1981.

Wednesday, August 30

8:30	Literacy Workshop, Vicki Jacobs Larsen G-08
10:00	Refreshment Break
10:30	Continuation of Literacy Workshop, Vicki Jacobs
12:00	Lunch
1:00 - 2:30	Section Meetings
3:30 - 6:00	Introduction to International and Multicultural Resources in the Boston Area Carol Shedd, Center for Middle Eastern Studies Leslie Swartz, Center for East Asian Studies Janet Vaillant, Center for Russian, East European and Central Asian Studies Boston Children's Museum

Readings for August 31:
Meier, D. (1995)" In Defense of Public Education and Small Schools". The Power of Their Ideas. Beacon Press, pp. 3-1, pp. 107-120.
Graduation Requirements for Urban Academy (1995)
Tatum, B. D. (1992). " African-American identity development, academic achievement and missing history". Social Education. 56/6, (331-334).
Tatum, B. D. (1992). " Talking about race, learning about racism: The application of racial identity development theory in the classroom". Harvard Eduational Review. 62/1, (1-24).
Report of the Committee of Ten and Stanley Hall's Criticism of the Committee of Ten

Thursday, August 31

8:30	Section Meetings
10:00	Refreshment Break
10:30	Vito Perrone "The Current Efforts at Reform" Larsen G-08
12:00	Lunch
1:00	Videotape, "Seven Days in Bensonhurst" Larsen G-08
2:00 - 4:30	Beverly Tatum, Associate Professor, Department of Psychology and Education, Mt. Holyoke College: "The Developmental Context of Racial Identity," Larsen G-08

Readings for September 1:
Nieto, S. (1992). Affirming diversity: The sociopolitical context of multicultural education. New York: Longman, (20-59).
FREEDOM'S PLOW, pages 27-46.

Friday, September 1

8:30	Beverly Tatum, (Part II) Larsen G-08
10:00	Refreshment Break
10:30	Section Meetings
12:00	Lunch
1:00 - 2:30	Section Meetings

Readings for September 2:

Ravitch, D. (1992). " Multiculturalism: E Pluribus Plures". In P. Berman (Ed.), Debating P. C.: The controversty over political correctness on college campuses, (271-298).

Steele, S. (1988)." I'm black, you're white. Who's innocent? Race and power in an era of blame". Harper's Magazine. June, 1988, (45-53).

Schlesinger, A. (1992) "The Decomposition of America," in The Disuniting of America: Reflections on a Multicultural Society. New York: Norton, pp.101-138.

Hollinger, D.A. (1995) "Toward a Postethnic Perspective" in Postethnic America. New York: Basic Books, pp. 105-129.

Saturday, September 2

8:30	Section Meetings
10:00	Refreshment Break
10:30 - 12:30	Section Meetings Mini-Teaching Exercises

Readings for September 5 and 6:

Melendez, Edwin (1990) "Towards a Good Job Strategy for Latino Workers". Journal of Hispanic Policy. 4/1989-90, (39-52).

Melendez, Edwin, Rodriguez, C. and Figueroa, J.B. (1991). "Hispanics in the Labor Force: An Introduction to issues and Approaches. In E. Melendez et al. (Ed.), Hispanics in the Labor Force. New York: Plenum Press, (1-21).

Melendex, Edwin (1994). Competing Explanations of Latino Poverty. Chapter 1, Boston: The Boston Foundation.

Tuesday, September 5

8:30	Section Meetings
10:00	Refreshment Break
10:30	Observations at School Sites, Vicki Jacobs and Denise Bowman Larsen G-08
12:00	Lunch
1:00 - 2:30	Edwin Melendez, Director, The Mauricio Gaston Institute for Latino Community Development and Public Policy, UMASS/Boston: "The Social Context (labor markets, poverty, and migration) that Affects the Education of Minority Children and Their Families". Larsen G-08
3:00 - 5:00	George Brackett, "Technological Resources for Teaching and Learning" Larsen G-08

Wednesday, September 6
8:30 Section Meetings
10:00 Refreshment Break
10:30 Section Meetings
12:00 Lunch
1:00 - 2:30 Edwin Melendez "The Life of a School Committee Member"
Larsen G-08

6:00 - 8:30 Film and Discussion, "Stand and Deliver"
Gutman Conference Center

Thursday, September 7
At School Sites

Friday, September 8
At School Sites

Saturday, September 9
9:00 Videotape, "The Truth About Teachers"
Larsen G-08
10:00 Refreshment Break
10:30 - 12:30 Debriefing the School Visits

2:00 Review of Placements; Certification Matters
Denise Bowman
Larsen G-08

Saturday, September 9, continued:
3:00 Evaluation

5:30 - 7:00 Reception
Gutman Conference Center
7:00 - 9:00 Concluding Dinner
Gutman Conference Center

Tuesday, September 12
12:00 - 2:00 Richard Elmore. HGSE, Administration, Planning and Social Policy, Room will be posted outside Longfellow 222

Wednesday, September 13
At School Sites

Friday, September 15
At School Sites

Harvard Graduate School of Education

T-210A Staff and Curriculum Development for Anti-Homophobia Education

Instructors: Arthur Lipkin and Cathy Roberts

The module will examine theoretical and practical issues of homosexuality, including legal, professional, curricular, social, and political implications for schools. We will study paradigms for homosexual identity formation and homophobia. We will look at support programs for teens and consider the special concerns of racial and ethnic minority gay/lesbian youth, as well as common problems of denial, marginalization, harassment, and self-destructive behaviors. Curriculum development and implementation will focus on approaches through health, family life/sex education, multi-culturalism, and the humanities. We will address professional issues for gay/lesbian teachers and administrators, staff development programs, and the arguments of the opposition. Evaluation is based on classroom discussion of the readings, several short critical writings, and a school-related project.

Module; fall; September 19 - November 14 (no class October 10); Monday, 2:00 - 4:00 p.m.

T-210 A Staff and Curriculum Development for Anti-Homophobia Education

Instructors: Arthur Lipkin and Catherine Roberts
Tues. 2 - 4 P.M., Longfellow 208

Required Texts (available at the Harvard Coop):

Children of Horizons: How Gay and Lesbian Teens Are Leading a New Way Out of the Closet. Herdt, Gilbert and Boxer, Andrew, Beacon, 1993.

Gay and Lesbian Youth. Herdt, Gilbert. Harrington Park, 1989.

Growing Up Gay in the South. Sears, James T. Haworth, 1990.

One Teacher in Ten. Jennings, Kevin (Ed.) Alyson, 1994.

The Gay Teen: Educational Practice and Theory for Lesbian, Gay, and Bisexual Adolescents. Unks, Gerald (Ed.) Routledge, 1995.

Other:
Packet of Xeroxed course readings available at Kinko's, Mt. Auburn St.

Syllabus

9/19, Week One: Introductions and Introduction

ACTIVITIES:

Introductions

Overview of the course syllabus and requirements.

Gay Youth (film). Pam Walton, dir. "Gina" segment.

Both of My Moms Names Are Judy (film). Lesbian and Gay Parents Association.

High School Students' Questions About Homosexuality

The Gay Agenda in the Public Schools (film)

9/26, Week Two: Gay & Lesbian Identity Formation

READINGS:

Lipkin, Arthur. "Identity Formation" and "Multiple Identities"

ACTIVITIES:

Who Are We and What Are We Here For? (Social)

10/3, Week Three: Gay and Lesbian Youth Counseling Issues

READINGS:

Lipkin, Arthur. "Counseling Issues"

ACTIVITIES:

Gay Youth (film). "Bobby Griffith" segment

Panel of students and parents

10/10, Week Four: Race/Ethnicity

READINGS: Choose from Optional Readings for Week Four.

ACTIVITIES:

Tongues Untied (film), Marlon Riggs, dir.

Homoteens (film excerpts), Joan Jubela, dir.

10/17, Week Five: **Gay and Lesbian Teachers**

READINGS:

Lipkin, Arthur "Teachers"

In Jennings, Kevin, ed. One Teacher in Ten:

Hope E. Burwell, B. Michael Hunter, "Ruth Irwin", Sara Ford, Jim Bridgman, Gary Campbell, Tony Prince, Teri Gruenwald, Raymond Saint Pierre, David Bruton, Patty Smith, Rodney Wilson, Jan Smith, Bob Parlin, Bob Zimmerman, Reggie Sellars

Barale, Michéle Aina. "The Romance of Class and Queers." In Linda Garber (Ed.), Tilting the Tower, Routledge, 1994.

ACTIVITIES: "In the Teachers Lounge" (role play)

10/24, Week Six: **School Change**

READINGS:

Lipkin, Arthur. "Homophobia" and "School Change"

ACTIVITIES:

"Setting Up a Gay/Straight Alliance" (role play)

Panel from the Safe Schools for Gay and Lesbian Youth Program, Mass. Dept. of Ed.

10/31, Week Seven: **Curriculum**

Lipkin, Arthur. "The Case for a Gay and Lesbian Curriculum." In The Gay Teen.

Sears, James T. "Dilemmas and Possibilities of Sexuality Education: Reproducing the Body Politic." In James T. Sears (ed.), Sexuality and the Curriculum: The Politics and Practices of Sexuality Education, Teachers College Press, 1992.

Kielwasser, Alfred P. and Wolf, Michelle A. "Silence, Difference, and Annihilation: Understanding the Impact of Mediated Heterosexism on High School Students." In The Gay Teen.

Keating, AnnLouise. "Heterosexual Teacher, Lesbian/Gay/Bisexual Text: Teaching the Sexual Other(s)." Linda Garber (Ed.), Tilting the Tower, Routledge, 1994.

Griffin, Pat. "Homophobia in Sport: Addressing the Needs of Lesbian and Gay High School Athletes." In The Gay Teen.

ACTIVITIES:

Don't Look the Other Way (film), Debra Chasnoff, dir.

11/52 Week Eight: **Administration**

READINGS AND DISCUSSION:

Shakeshaft, Charol. "Administrators as Barriers to Change?" In James T. Sears (ed.), Sexuality and the Curriculum: The Politics and Practices of Sexuality Education, Teachers College Press, 1992.

Capper, Coleen A. "Educational Administration in a Pluralistic Society: A Multi-Paradigm Approach." In Coleen A. Capper (ed.), Educational Administration in a Pluralistic Society, State University of New York Press, 1993.

ACTIVITIES:

Panel of administrators and teachers

T-210 A Staff and Curriculum Development for Anti-Homophobia Education

Instructors: Arthur Lipkin and Catherine Roberts

Sessions:

The class will meet for eight two-hour sessions on Tuesdays from 2 - 4 P.M. from Sept. 19 - Nov. 7.

Attendance Policy:

Attendance is required. If you are unable to attend a class, please let us know in advance by calling 491-5301 and leaving a message.

Evaluation:

Evaluation is based on:

1. classroom participation in discussions of the readings
2. a short (3-5 pp.) critical writing based on your own experience and observations of identity development (due 10/17)
3. a short description of your field experience (a site visit to at least one of the many schools in Massachusetts or elsewhere where anti-homophobia projects are underway) (due 11/8)
4. a final paper (see below).

The Final:

The final will be a research and evaluation paper based on your field experience (10-15 pp). It will employ the criteria of the course readings to critique the school-based anti-homophobia program you visited. (Due on Friday, December 15.)

Grading:

The critical writing and the final paper will be graded on a "Minus" or "Check" or "Plus" basis. The field experience description will not be graded. The final grade will be Sat. or Unsat. for all students. A grade equivalent may be furnished for students who are seeking admission to doctoral programs.

Week Two: Gay & Lesbian Identity Formation

Herdt, Gilbert. "Introduction: Gay and Lesbian Youth, Emergent Identities, and Cultural Scenes at Home and Abroad." In Herdt , 1989.

Troiden, Richard R. "The Formation of Homosexual Identities." In Herdt, 1989.

Herdt and Boxer, 1993. (Read pp.13-24, 141-152, 176-242)

Sears, James T. "Cory and the Little Redneck Hellraisers." In Sears, 1990.

Schneider, Margaret. "Sappho Was a Right-On Adolescent: Growing Up Lesbian." In Herdt, 1989.

Week Three: Gay and Lesbian Youth Counseling Issues

Zemsky, Beth. "Coming Out Against All Odds: Resistance in the Life of a Young Lesbian." In Carol Gilligan, Annie G. Rogers, Deborah L. Tolman (Eds.), Women, Girls & Psychotherapy: Reframing Resistance, Harrington Park Press, 1991.

Lipkin, Arthur. "Violence: Homosexuality and Youth." Unpublished presentation, 1993.

"When Students Should Come Out to Parents." (1p.)

Raymond, Diane. "'In the Best Interests of the Child': Thoughts on Homophobia and Parenting." In Warren J. Blumenfeld (ed.), Homophobia: How We All Pay the Price, Beacon, 1992.

Reynolds, Amy L. and Koski, Michael J. "Lesbian, Gay and Bisexual Teens and the School Counselor: Building Alliances." In The Gay Teen.

Sears, James T. "High School Educators' Attitudes and Feelings." In Sears, 1990.

"Guidelines For Counseling Gay . . ." (1p.)

Week Four: Race/Ethnicity

In Sears, 1990:

"Black Churches and Sects: The African Methodists and the Jehovah's Witnesses."

"Questioning Authority in a Southern Black Family."

"Black or Gay in a Southern Community."

Tremble, Bob, et al. "Growing Up Gay or Lesbian in a Multicultural Context." In Herdt , 1989.

Lorde, Audre. "There Is No Hierarchy of Oppressions." Source ? (1p.)

Smith, Barbara. "Homophobia: Why Bring it Up?" Interracial Books for Children, 14, 3 &4.

In Carla Trujillo, Chicana Lesbians , 1991:

Navarro, Marta A. "Interview with Ana Castillo." (pp.122-3)

Pérez, Emma. "Sexuality and Discourse." (pp.174-9)

Trujillo, Carla. "Chicana Lesbians: Fear and Loathing in the Chicano Community."

Castillo, Ana. "La Macha: Toward a Beautiful Whole Self." (pp. 46-7)

Barrera, Martha. "Café con Leche."

In Sharon Lim-Hing, The Very Inside, 1994:

Anu. "Who Am I?"

Chen, Susan Y.F. "Slowly but Surely, My Search for Family Acceptance and Community Continues."

Hom, Alice Y. "In the Mind of An/Other."

Ordona, Trinity A. "The Challenges Facing Asian and Pacific Islander Lesbian and Bisexual Women in the U.S.: Coming Out, Coming Together, Moving Forward."

Uyeda, Ann Yuri. "All at Once, All Together" (p.121)

Tsui, Kitty. "A Chinese Banquet: for the one who was not invited."

Lakhana, Peou. "Tha Phi Neah Yeung The . . .? (Only the Two of Us?)" (p. 161)

Wong, Linda. "Mini Liu, Long-Time Activist" (excerpt, p. 351)

In Rakesh Ratti, A Lotus of Another Color, 1993:

Bannerji, Kaushalya. "No Apologies."

Shah, Nayan. "Sexuality, identity, and the uses of history."

Kumar, Arvind. "Hijras: Challenging gender dichotomies."

Week Five: **Gay and Lesbian Teachers**

Harbeck, Karen M. "Gay and Lesbian Educators: Past History/Future Prospects." In Karen M. Harbeck (ed.), Out of the Classroom Closet, Haworth Press, 1992.

Griffin, Pat. "Lesbian and Gay Educators: Opening the Classroom Closet." Empathy, 3, 1,1992.

Woods, Sherry and Harbeck, Karen M. "Living in Two Worlds: The Identity Management Strategies Used by Lesbian Physical Educators." In Karen M. Harbeck (ed.), Out of the Classroom Closet, Haworth Press, 1992.

National Education Association. Resolutions I-8 ("Civil Rights") and F-22 ("Personnel Policies"). Adopted July, 1990. Kansas City, Missouri.

Peterkin, Robert S. "Anti-Harassment Guidelines." Unpublished Superintendent's Circular #22, Cambridge Public Schools, June 11, 1987.

Mirken, Bruce. "Gay Teacher Trauma. . ." The Advocate, (1990?) (1p.)

Adams, Kate and Emery, Kim. "Coming Out Stories: Practical Strategies for Productive Self-Disclosure." In Linda Garber (Ed.), Tilting the Tower, Routledge, 1994.

Week Six: **School Change**

Harrington-Lueker, Donna. "Teaching Tolerance." The Executive Educator, May, 1993.

Williams, Kay L. et al. "Addressing Sexual Orientation in a Public High School." Journal of School Health, 62, 4, 1992.

National Education Association. Resolutions C-13 ("Student Sexual Orientation") and C-30 ("Family Life Education"). Adopted July, 1990. Kansas City, Missouri.

The Governor's Commission on Gay and Lesbian Youth. "Making Schools Safe for Gay and Lesbian Youth: Education Report." February, 25, 1993.

Project 21. "Action Alert: Censorship Bill Introduced in Missouri Senate." Dec.10, 1992. (1p.)

"Senate No. 266: An Act to Prohibit Discrimination Against Students in Public Schools on the Basis of Sexual Orientation." Commonwealth of Massachusetts, 1993.

Ferdinand, Pamela. "Bill not stemming attacks." Boston Globe, 8/7/94.

Friends of Project 10. "Project 10." Leaflet. (1p.)

"Newton South Gay and Lesbian Awareness Day." School bulletin, December 18, 1992. (2pp.)

"Spectrum" Handbook of the Concord-Carlisle Regional High School(MA), Spring, '94 (Excerpt)

Green, Jesse. "This School Is Out." New York Times Magazine, October 13, 1991.

"A Special Issue: Perspectives on Gay History & Homophobia." Echoes: The History Journal, Lincoln-Sudbury High School, Winter/Spring 1991. Excerpt. (2pp.)

Philadelphia Lesbian and Gay Task Force. "Violence and Discrimination Against Lesbian and Gay People in Philadelphia and the Commonwealth of Pennsylvania." June, 1988. Policy and Program Recommendations. Excerpt. (1p.)

Lipkin, Arthur. "A Theoretical Context for Staff Development in Anti-Homophobia Education in the Secondary Schools." Unpublished paper presented at 4th Annual Gay and Lesbian Studies Conference, Rutgers University, October, 1991.

Lipkin, Arthur. "Project 10." Teaching Tolerance, Fall 1992.

Lipkin, Arthur. "A Staff Development Manual for Anti-Homophobia Education in the Secondary Schools." Self-published, 1992.

Griffin, Pat. Materials from "Amherst High School LGB Study Group."

Week Seven: **Curriculum**

Peterson, Robert W. "Taking Risks at Mead High." The Advocate, January 17, 1989. (2pp.)

Sewall, Gilbert. "Report on California Textbook Selection." Social Studies Review: A Bulletin of the American Textbook Council, 1990.

Blinick, Barbara. "Out in the Curriculum, Out in the Classroom: Teaching History and Organizing for Change." In Linda Garber (Ed.), Tilting the Tower, Routledge, 1994.

HGSE G&L H.S. Curr. & Staff Dev. Proj. "Excerpts from Student Curric. Evaluations." 1992-3.

Haile, Mark. Librarians Protest Use of Langston Hughes Poetry." BLK, July, 1991. (1p.)

González, María C. "Cultural Conflict: Introducing the Queer in Mexican-American Literature Classes." In Linda Garber (Ed.), Tilting the Tower, Routledge, 1994.

Harris, Elise. "School Daze." OUT, August/September 1993.

DeAndrade, Kim. "Teaching About Gay Men and Lesbians in the FLE Classroom." FLEducator, Winter '92-3.

Strom, Margot Stern. "Fighting Hate's Hidden Curriculum." Boston Globe, Dec. 27, 1992. (1p.)

Uribe, Virginia. "Name Calling in the Classroom." Name Calling, Equity Inst., Amherst, MA. (1 p.)

"Countering Homophobia: A Lesson Plan." Interracial Books for Children Bulletin, 14, 3 &4.

Project 21. "A Gay, Lesbian and Bisexual Curricula Advocacy Alliance." (10 pp.)

Brogan, Jim. "Gay Teens in Literature." In The Gay Teen.

HGSE Gay & Lesbian High School Curric. & Staff Dev. Proj. "Catalogue of Materials." 1995. (2pp.)

Boutilier, Nancy. "Reading , Writing, and Rubyfruit Jungle: High School Students Respond to Gay and Lesbian Literature." Out/Look, Issue 15, Winter 1992. (6pp.)

Bechdel, Alison. "Servants to the Cause." The Advocate, July 31, 1990. (Cartoon)

Harvard University Extension School
51 Brattle St. Cambridge, 02138, (617) 495-4024

EDUC E-175: Gay and Lesbian Issues in Education, Fall Term, 4 units

This course will examine theoretical and practical issues for schools: homosexual identity formation, homophobia, problems of and support for students, gay and lesbian racial and ethnic minority youth, family issues, curriculum and staff development, professional concerns of gay and lesbian teachers, existing programs, and the arguments of the opposition.

Thursdays, 7:30-9:30 PM, beginning September 21, Sever Hall 213.
Dr. Arthur Lipkin, Instructor

EDUC E-175 Gay and Lesbian Issues in Education

Instructor: Arthur Lipkin

Syllabus

9/21, Week One: **Introduction - Homosexuality and Schools**

Introductions

Lecture

FILM: "The Gay Agenda."

9/28, Week Two: **Gay Theory**

Lipkin, Arthur. "Gay Theory."

10/5, Week Three: **Gay/Lesbian History**

Lipkin, Arthur. "American History."

10/12, Week Four: **Identity Formation**

Lipkin, Arthur. "Etiology" and "Identity Formation."

10/19, Week Five: **Race/Ethnicity, Part I**

Lipkin, Arthur. "Multiple Identitites."

10/26, Week Six: **Race/Ethnicity, Part II**

FILM: Tongues Untied. Marlon Riggs, dir.

11/2, Week Seven: **Gay and Lesbian Youth Counseling Issues, Part I**

Lipkin, Arthur. "Counseling Issues."

FILM: Gay Youth. Pam Walton.

11/16, Week Eight: **Gay and Lesbian Youth Counseling Issues, Part II**

FILM: Homoteens. Joan Jubela, dir.

PANEL: Students and P-FLAG parents.

11/30, Week Nine: **Gay and Lesbian Teachers and Parents**

Lipkin, Arthur. "Teachers" and "Parents."

PANEL: CLA-PTA

12/7, Week Ten: **School Change, Part I**

Lipkin, Arthur. "Homophobia" and "School Change."

12/14, Week Eleven: **School Change, Part II**

FILM: "The Gay Agenda in the Public Schools."

Panel: Safe Schools Program, Mass. D.O.E.

1/4, Week Twelve: **School Change, Part III**

PANEL: Teachers and Administrators from Arlington and Newton.

1/11, Week Thirteen: **Curriculum, Part I**

Lipkin, Arthur. "Curriculum."

1/18, Week Fourteen: **Curriculum, Part II**

FILM: Both of My Moms' Names Are Judy.

FILM: Don't Look the Other Way. Debra Chasnoff, dir.

Sessions:

The class will meet for fourteen two-hour sessions on Thursdays from 7:30 - 9:30 P.M. from Sept. 21 - Jan. 18 (no class on Nov. 9, Nov. 23. Dec. 21, Dec. 28).

Attendance Policy:

Attendance is required. If you are unable to attend a class, please let me know in advance by calling 491-5301 and leaving a message. Two absences will put a student in danger of failure.

Evaluation:

Evaluation is based on classroom participation in discussion of the readings, a short (3-5 pp. for undergrads; 8-10 pp. for grad. credit) critical writing, and a final paper.

The Final:

The final will be a research and evaluation paper (10 pp. for undergrads; 20pp. for grad students. It will critique school-based anti-homophobia programs using the criteria of the course readings. Graduate students' critiques must be made after a site visit to at least one of the many schools in Massachusetts or elsewhere where anti-homophobia projects are underway.

Grading:

The critical writing will be graded on a "Minus" or "Check" or "Plus" basis for undergrads (letter graded for grads). The final paper and the final grade will be letter graded for all students.

64 **EDUC E-175 Gay and Lesbian Issues in Education**
Instructor: Arthur Lipkin

Required Texts (available at the Harvard Coop):

Children of Horizons: How Gay and Lesbian Teens Are Leading a New Way Out of the Closet. Herdt, Gilbert and Boxer, Andrew, Beacon, 1993.

Gay and Lesbian Youth. Herdt, Gilbert. Harrington Park, 1989.

Growing Up Gay in the South. Sears, James T. Haworth, 1990.

One Teacher in Ten. Jennings, Kevin (Ed.) Alyson, 1994.

The Gay Teen: Educational Practice and Theory for Lesbian, Gay, and Bisexual Adolescents. Unks, Gerald (Ed.) Routledge, 1995.

Other:

Packet of xeroxed course readings available at Gnomen, 99 Mt. Auburn St.

Weeks Two and Three: **Gay Theory and History**

Epstein, Steven. "Gay Politics, Ethnic Identity: The Limits of Social Constructionism." In Edward Stein (Ed.) Forms of Desire: Sexual Orientation and the Social Constructionist Controversy. Routledge, 1992.

Zita, Jacquelyn. "Gay and Lesbian Studies: Yet Another Unhappy Marriage." In Linda Garber (Ed.), Tilting the Tower, Routledge, 1994.

Sears, James T. "On Homosexual Communities, Identities, and Culture: Journeys of the Spirit." From James T. Sears, Growing Up Gay in the South. Haworth, 1990.

Leck, Glorianne. "Politics of Adolescent Sexual Identity and Queer Responses." In The Gay Teen.

Duberman, Martin. "A Matter of Difference." The Nation, July 5, 1993.

Cook, Blanche Wiesen. "Eleanor - Loves of a First Lady". The Nation, July 5, 1993.

Kopkind, Andrew. "The Gay Moment." The Nation, May 3, 1993.

Week Four: **Gay & Lesbian Identity Formation**

Reid, John. The Best Little Boy in the World, Putnam, 1973. (pp.28-47)

Sears, James T. "Cory and the Little Redneck Hellraisers." In Growing Up Gay in the South.

Herdt, Gilbert. "Introduction: Gay and Lesbian Youth, Emergent Identities, and Cultural Scenes at Home and Abroad." In Gay and Lesbian Youth

Troiden, Richard R. "The Formation of Homosexual Identities." In Gay and Lesbian Youth.

Herdt, Gilbert and Boxer, Andrew. Children of Horizons: How Gay and Lesbian Teens Are Leading a New Way Out of the Closet. Beacon Press, 1993. (Esp., pp.13-24, 141-152, 176-242)

Schneider, Margaret. "Sappho Was a Right-On Adolescent: Growing Up Lesbian." In Gay and Lesbian Youth.

Weeks Five and Six: **Race/Ethnicity**

Sears, James T. "Black Churches and Sects: The African Methodists and the Jehovah's Witnesses." In Growing Up Gay in the South.

Sears, James T. "Questioning Authority in a Southern Black Family." In Growing Up Gay in the South.

Sears, James T. "Black or Gay in a Southern Community." In Growing Up Gay in the South.

Lane, Alycee J. "Pride at Home." BLK, July 1990.

Tremble, Bob, et al. "Growing Up Gay or Lesbian in a Multicultural Context." In Gay and Lesbian Youth.

Smith, Barbara. "Homophobia: Why Bring it Up?" Interracial Books for Children, 14, 3 &4.

Lorde, Audre. "There Is No Hierarchy of Oppressions." Interracial Books for Children, 14, 3 &4.

Hooks, Bell. "Homophobia in Black Communities." Zeta Magazine, 1,3.

From Carla Trujillo, Chicana Lesbians: The Girls Our Mothers Warned Us About, Third Woman Press, 1991:

Castillo, Ana. "La Macha: Toward a Beautiful Whole Self.". (excerpt, pp. 46-7)

Barrera, Martha. "Café con Leche."

Navarro, Marta A. "Interview with Ana Castillo." (excerpt, pp. 122-3)

Pérez, Emma. "Sexuality and Discourse." (excerpt, pp.174-9)

Trujillo, Carla. "Chicana Lesbians: Fear and Loathing in the Chicano Community."

From Sharon Lim-Hing, The Very Inside: An Anthology of Writing by Asian and Pacific Islander Lesbian and Bisexual Women, Sister Vision Press, 1994:

Anu. "Who Am I?"

Chen, Susan Y.F. "Slowly but Surely, My Search for Family Acceptance and Community Continues."

Uyeda, Ann Yuri. "All at Once, All Together: One Asian American Lesbian's Account of the 1989 Asian Pacific Lesbian Network Retreat." (excerpt, p.121)

Tsui, Kitty. "A Chinese Banquet: for the one who was not invited."

Lakhana, Peou. "Tha Phi Neah Yeung The . . .? (Only the Two of Us?)" (excerpt, p. 161)

Hom, Alice Y. "In the Mind of An/Other."

Wong, Linda. "Mini Liu, Long-Time Activist." (excerpt, p. 351)

Ordona, Trinity A. "The Challenges Facing Asian and Pacific Islander Lesbian and Bisexual Women in the U.S.: Coming Out, Coming Together, Moving Forward."

Tong, Betsy Q.M. "City's gay Asians feel pressure . . ." Boston Globe, 3/27/94.

From Rakesh Ratti, A Lotus of Another Color: An Unfolding of the South Asian Gay and Lesbian Experience, Alyson Publications, 1993:

Bannerji, Kaushalya. "No Apologies."

Kumar, Arvind. "Hijras: Challenging gender dichotomies."

Shah, Nayan. "Sexuality, identity, and the uses of history."

Whitehead, Harriet. "The Bow and the Burden Strap: A New Look at Institutionalized Homosexuality in Native North America." In Henry Abelove, Michéle Aina Barale, and David M. Halperin, The Lesbian and Gay Studies Reader, Routledge, 1993.

11/2, Week Seven and Eight: Gay and Lesbian Youth Counseling Issues

Gonsiorek, John C. "Mental Health Issues of Gay and Lesbian Adolescents." Journal of Adolescent Health Care, 1988; 9: 114-122.

Hetrick, Emery S. and Martin, A. Damien. "The Stigmatization of the Gay and Lesbian Adolescent." Journal of Homosexuality, 15, 1/2, 1988.

The Governor's Commission on Gay and Lesbian Youth. Prevention of Health Problems Among Gay and Lesbian Youth. Health and Human Services Report. August, 1994.

D'Augelli, Anthony R. and Hershberger, Scott L. "Lesbian Gay and Bisexual Youth in Community Settings: Personal Challenges and Mental Health Problems." American Journal of Community Psychology, (in press)

"Misguided treatment for gay and lesbian adolescents." The Brown University Child and Adolescent Behavior Letter, Vol. 10, No. 7, July 1994. (1p.)

Hetrick-Martin Institute. "Population, stress factors, etc." (2pp.)

Brownworth, Victoria A. "America's Worst-Kept Secret: AIDS Is Devastating the Nation's Teenagers . . ." The Advocate, 199?

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UNIVERSITY of CALIFORNIA - BERKELEY

Course Offerings, Spring 1996

Social and Cultural Studies in Education

Television as Educator
SCS 181 • 4 units
Course Control #22903

Don Hansen
Tu 1-4
2515 Tolman

This course concerns the influences of commercial and public television on human learning and development. Particular attention is given to research and theory relating television to changes in orientations to classroom lessons, levels of learning, roles and relationships in the classroom, social identity and cultural understandings. Potential influences of the emerging "New Media"--the video-computer satellite nexus--will be considered.

Value Education
SCS185 • 3 units
Course Control #22906

James Jarrett
Tu 4-7
2325 Tolman

The school, along with other social institutions and practices, considered as an essential vehicle for the instituting, modifying, broadening, and deepening of human values, and of helping individuals and groups differentiate and discriminate their evaluations. Moral and ethical values will be given primary consideration, but other such values as those associated with knowledge, work, love and friendship will come into view.

Experiencing Education: Gay and Lesbian Issues in American Schools
SCS188 • 3 units
Course Control #22909

Eric Rofes
Tu,Th 9:30-11
2515 Tolman

This class focuses on the experience of lesbians and gay men inside primary and secondary schools in the United States. We will explore theory, policy, practice, and lived-experience from the perspective of students, teachers, parents, administrators, and policy makers. The course poses critical questions about the relationship between education and sexual identity and includes an historical overview of gay and lesbian issues in schools, explores linkages between queer theory, educational theory, and focuses on curriculum, school materials and AIDS education/social services for gay and lesbian youth.

Proseminar: Sociocultural Critique of Education
SCS 280B • 3 units
Course Control #22912

Pedro Noguera
Tu 1-4
2325 Tolman

This interdisciplinary seminar takes up a series of questions. In what ways can philosophical, sociological, anthropological, historical, and psychological forms of inquiry be brought together to bear on the analysis of learning, on schooling, and on education more generally? What do we mean by critical and interpretive theories, and what are their relations with social practice? How can education come to constitute itself otherwise than in its current form?

BEST COPY AVAILABLE

Social and Cultural Studies 188:

EXPERIENCING EDUCATION: GAY AND LESBIAN ISSUES IN SCHOOLS

Location: 2515 Tolman Hall
Time: Tuesday/Thursday 9:30-11:00 a.m.
Course Control #: #22909
Units: 3

Instructor: Eric Rofes
Office: 4608 Tolman Hall
Office Hours: Monday 3-4, Tuesday, 8:30-9:30, or by appointment
For Office Hour Appointments --> call the SCS Office: 642-7127
(8 a.m.- 12 noon or 1-4 p.m., weekdays)
Instructor Phone: (415) 255-6210 (No calls after 9 pm please)
Mailbox: Outside Tolman 4501
E-mail: erofes@uclink2.berkeley.edu
Instructor of Record: Professor John Hurst

Class Requirements, Deadlines and Grading

- Class Attendance, Short Assignments, and Participation: 30%
- Short Paper (5-8 pages) due Tuesday, February 27: 15%
- Class Research Paper (12-15 pages) due Tuesday, April 16: 25%
- Final Exam on Tuesday, May 14th, 8-11 a.m.: 30%

SCS 188: Aims and Expectations

The aim is to spend our time in this class deeply involved in thoughtful and enjoyable analysis, exploration, and collective discussion of lesbian and gay issues in K-12 schools. Attendance and participation are part of the grade, and students should be at every class and bring along the week's readings. Much of the class is oriented towards conversation and discussion, so be prepared to discuss the readings. This is a bottom-line requirement for the course. Assignments for each class are included in this syllabus.

Each student is required to write two papers and complete a final exam. A short, reflective paper is due on Tuesday, February 27. Detailed information regarding this paper will be distributed on February 1st. A longer research paper is due on Tuesday, April 16. Information regarding this paper will be distributed on March 5. The May 14th exam will be based upon course readings, lectures, presentations (panels, videos, films, slide-shows, outside speakers), and class discussions. Graduate students should meet with the instructor after class during the first week to discuss their requirements. All students must schedule a brief meeting with the instructor during office hours during the first month of classes.

Required Readings

SCS 188 has five required texts and a reader of supplemental readings. The texts have been ordered from the ASUC bookstore, and may also be available at other area stores. A Different Light Bookstore on Castro Street in San Francisco may also carry some of the texts. The required books are:

- o Linnea Due (1995). Joining the Tribe: Growing Up Gay and Lesbian in the '90s. New York: Doubleday.
- o Kevin Jennings (Ed.) (1994). One Teacher in Ten: Gay and Lesbian Educators Tell Their Stories. Boston: Alyson Publications.
- o Eric Rofes (1985). Socrates, Plato & Guys Like Me: Confessions of a Gay Schoolteacher. Boston: Alyson Publications.
- o Gerald Unks (Ed.) (1995). The Gay Teen: Educational Practice and Theory for Lesbian, Gay, and Bisexual Adolescents. New York: Routledge.
- o Dan Woog (1994). School's Out. Boston: Alyson Publications. (A reference work used throughout the semester)

All these books are available in paperback and are on reserve in the library in Tolman Hall (Floor #2), as is the reader.

Two additional books, have been ordered. One is central to the course but, because it is quite expensive, will not be required in its entirety. Students who do not purchase the book should read the assigned chapters in the library or photocopy them:

- o Madiha Didi Khayatt (1992). Lesbian Teachers: An Invisible Presence. Albany (New York): State University of New York Press.

The second book has been ordered and is recommended for all students but is required for graduate students. It contains a signficant amount of theory linked to queer educational practice:

- o Jonathan Silin (1995). Sex, Death, and the Education of Children: Our Passion for Ignorance in the Age of AIDS. New York: Teacher's College Press.

Students are encouraged to pick up the books as soon as possible as most may be difficult to obtain independently at the last minute.

E-Mail List

Students are encouraged to obtain an e-mail address as announcements and up-to-date class information will be sent out regularly via e-mail to the class list. This is not a requirement, just a strong suggestion.

Interested students are urged to subscribe to the PERSON list, dedicated to news, action alerts and resource information about lesbian, gay, bisexual, and transgender issues in schools, focused on K-12 public schools and curricular policy questions. This is a useful way to stay up-to-date with breaking news happening on these issues throughout the nation. To sign on, send an e-mail note to jessea@uclink2.berkeley.edu. Please let Jessea Greenman, who coordinates the list, know that you are a student in SCS 188. She will sign you on for free.

A Special Note

All students should note that two required evening meetings of the class will take place (Thursday, 2-1 & Thursday, 3-7) to allow for special sessions from 7-9 p.m. Classes will not meet on 4-9 and 4-11 to provide students with time to complete the research paper (and to allow the instructor to attend an educational research conference).

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SCHEDULE OF TOPICS AND ASSIGNED READINGS

o ---> Required Reading

* ---> Class Presentation Highlight

** ---> Written Assignment Due

INTRODUCTION: FRAMEWORK FOR ANALYSIS

Tuesday 1-16 — Class Logistics, Expectations and Overview

- o Debbie Epstein, "Introduction: Lesbian and Gay Equality in Education--Problems and Possibilities"
- o Richard Friend, "Choices, Not Closets: Heterosexism and Homophobia in Schools"

Thursday 1-18 — Interrogating Homophobia

- o Suzanne Pharr, "Homophobia: A Weapon of Sexism"
- o Barbara Smith, "Homophobia: Why Bring It Up?"
- o Audre Lorde, "There Is No Hierarchy of Oppressions"
- * Film: "Gay Rights, Special Rights"

Tuesday 1-23 — The Radical Right's Anti-Gay Campaigns in Public Education

- o Anita Bryant, excerpts from The Anita Bryant Story: The Survival of Our Nation's Families and the Threat of Militant Homosexuality
- o Tim LaHaye, excerpts from The Unhappy Gays: What Everyone Should Know About Homosexuality
- * Films: "The Gay Agenda," and "The Gay Agenda in Public Education"

Thursday 1-25 — Responses to the Radical Right from Progressive Organizers

- o Suzanne Pharr, "The Battle for Public Schools"
- o Heather Rhodes, "Cruel Crusade: The Holy War Against Lesbians and Gays"
- * Film: "Straight from the Heart"

PART I.: ISSUES FACING LESBIAN/GAY/BISEXUAL TEACHERS

Tuesday 1-30 — Autobiographical Accounts of Teachers

- o Kevin Jennings (Ed.), One Teacher in Ten: Gay and Lesbian Educators Tell Their Stories, pp. 1-136

Thursday 2-1 — Autobiographical Accounts of Teachers--Part 2

- o Kevin Jennings (Ed.), One Teacher in Ten: Gay and Lesbian Educators Tell Their Stories, pp. 137-276

Thursday 2-1 — Panel Presentation by Teachers

- * This evening panel will feature closeted and openly gay teachers discussing their experiences in local schools. 7-9:00 p.m. Location: To Be Announced.

Tuesday 2-6 — Teachers and the Coming Out Experience

- o Karen M. Harbeck, "Gay and Lesbian Educators: Past History/Future Prospects"
- o Kate Adams and Kim Emery, "Classroom Coming Out Stories: Practical Strategies for Productive Self-Disclosure"

Thursday 2-8 — One Teacher's Story

- o Eric Rofes, Socrates, Plato, & Guys Like Me: Confessions of a Gay Schoolteacher
- * Speakers: Jesse Blout and Sara Strong, Adults who, as adolescents, had openly gay and lesbian teachers

Tuesday 2-13 — Lesbian Teachers and Cultural Expectations of Female Teachers

- o Madiha Didi Khayatt, Lesbian Teachers: An Invisible Presence, pp 57-84

Thursday 2-15 — Lesbian Teachers--Part 2

- o Madiha Didi Khayatt, Lesbian Teachers: An Invisible Presence, pp. 203-243

Tuesday 2-20 — Gym Teachers, Coaches, and School Sports

- o Pat Griffin, "Homophobia in Sport," in Gerard Unks (Ed.), The Gay Teen, pp. 53-66
- o Sherry E. Woods and Karen M. Harbeck, "Living in Two Worlds: The Identity Management Strategies Used by Lesbian Physical Educators"
- o Brian Pronger, "Rookies and Debutantes"
- * Panel: Tony Smith, Derek Van Rheenen, and Dee Mosbacher
- * Film: "Out for a Change: Addressing Homophobia in Women's Sports"
- * We will be joined today by students from another class, Education 98, "Sport in Higher Education: The Student Athlete Experience" for a collaborative exploration of this topic.

Thursday 2-22 — Gay Male Struggles to Integrate Professional and Sexual Identities

- o Jonathan G. Silin, "The Politics of Identity and the Differences Inside Me"

- o James R. King, "Masculinities, Children and Care: Feminist and Queer Readings of Gay Primary Teachers"

PART II.: ISSUES FACING STUDENTS

Tuesday 2-27 — Constructing Adolescent Identity and Sexuality

- o Diane Raymond: "Homophobia, Identity, and the Meanings of Desire: Reflections on the Cultural Construction of Gay and Lesbian Adolescent Sexuality"
- o Connie Chan: "Asian-American Adolescents: Issues in the Expression of Sexuality"
- o Kola: Birmingham Black Lesbian and Gay Group, "A Burden of Aloneness"

** PAPER #1 DUE IN CLASS

Thursday 2-29 — The Lives of Girls and Young Women--Part 1

- o Michelle Fine, "Sexuality, Schooling, and Adolescent Females: The Missing Discourse of Desire"
- o Beth Zemsky, "Coming Out Against All Odds: Resistance in the Life of a Young Lesbian"

* Film: "Gay Youth"

Tuesday 3-5 — The Lives of Girls and Young Women--Part 2

- o Selections from Juanita Ramos (ed.), Companeras: Latina Lesbians
- o Audre Lorde, from Zami: A New Spelling of My Name
- o James Sears, "The Tomboys"

Thursday 3-7 — School Programs for Queer Youth

- o Eric Rofes, "Opening Up the Classroom Closet: Responding to the Educational Needs of Gay and Lesbian Youth"
- o Warren J. Blumenfeld, "'Gay/Straight' Alliances: Transforming Pain to Pride," in Gerald Unks (ed.), The Gay Teen, pp. 211-224
- o Donna Keiko Ozawa, "Working with Queer Young People on Oppression Issues and Alliance Building"
- * Visitor: Crystal Jang, Support Services for Gay and Lesbian Youth, San Francisco Schools

Thursday 3-7 — Class Potluck Supper and Collective Reflection

- * This evening will be a special class gathering and conversation focused on our K-12 experiences in classed, raced, gendered, and sexualized schools. 7-9 p.m.; Location: to be announced.

Tuesday 3-12 — The Lives of Boys and Young Men--Part 1

- o R.W. Connell, "Disruptions: Improper Masculinities and Schooling"
- o Kenneth P. Monteiro and Vincent Fuqua, "African-American Gay Youth--One Form of Manhood," in Gerald Unks (ed.), The Gay Teen, pp. 159-187.
- o Eric Rofes, "Making Our Schools Safe for Sissies" in Gerald Unks (ed.), The Gay Teen.

Thursday 3-14 — The Lives of Boys and Young Men--Part 2

- o Michelangelo Signorile, "A Queer's Own Story"
- o Charles R. P. Pouncy, "A First Affair"
- o Mairtin Mac An Ghaill, "(In)visibility: Sexuality, Race and Masculinity in the School Context"
- o bell hooks, "Homophobia in the Black Community"
- * Visitors: Filmmakers Helen Cohen and Debra Chasnoff will screen portions of the documentary section of their project "Respect for All," focused on lesbian and gay issues in elementary schools.

Tuesday 3-19 — Linnea Due's JOINING THE TRIBE--Part 1

- o Linnea Due, Joining the Tribe: Growing Up Gay and Lesbian in the '90s, pp. xiii-145

Thursday 3-21 — Linnea Due's JOINING THE TRIBE--Part 2

- o Linnea Due, Joining the Tribe: Growing Up Gay and Lesbian in the '90s, pp. 146-272
- * Visitors: Linnea Due and youth featured in her book Joining the Tribe

Tuesday 3-26 — Spring Break: No Classes

Thursday 3-28 — Spring Break: No Classes

PART III.: FLASHPOINT ISSUES AND CASE STUDIES

Tuesday 4-2 — Sex Education in the Schools

- o Bonnie K. Trudell, "Inside a Ninth-Grade Sexuality Classroom: The Process of Knowledge Construction"
- o James T. Sears, "The Impact of Culture and Ideology on the Construction of Gender and Sexual Identities"

Thursday 4-4 — HIV/AIDS Education and Queer Youth

- o Jonathan Silin, "HIV/AIDS Education: Toward a Collaborative Curriculum"
- o Kevin Cranston, "HIV Education for Gay, Lesbian and Bisexual Youth: Personal Risk, Personal Power, and the Community of Conscience"

Tuesday 4-9 — Research Paper Completion Week: No Classes

Thursday 4-11 — Research Paper Completion Week: No Classes

Tuesday 4-16 — New York City: The Rainbow Curriculum Battles

- o Alicia P. Rodriguez, "Wars of Identity in New York City: The Elusive Rainbow"
- o Stan Karp, "Trouble Over the Rainbow"
- o NTanya Lee, Don Murphy and Lisa North, "Sexuality Multicultural Education, and the New York City Public Schools"

** PAPER #2 DUE IN CLASS

Thursday 4-18 — New Hampshire: The Penny Culliton Case

- o Information Packet: Penny Culliton/Macenic Regional High School
- o Penny J. Culliton, "Inclusive English Curricula"
- o Tim LaHaye, excerpts from The Battle for the Family

* Visitor: Jessea Greenman, Public Information Regarding Sexual Orientation Nationally

Tuesday 4-23 — Fairfax, Virginia: Defining "Public" Libraries

- o Information Packet: "The Censorship Battle in Fairfax County, VA"
- o Dorothy Allison, "Not As A Stranger"
- o Joseph Nicolosi, from Reparative Therapy of Male Homosexuality: A New Clinical Approach

Thursday 4-25 — Massachusetts: Queer Youth Demand Safe Schools

- o Information Packet: Safe Schools Program

- o Pat Robertson, "Postscript: A Word about My Evangelical Christian Friends"

- * Video: "Making Schools Safe for Gay and Lesbian Students"

Tuesday 4-30 — Massachusetts: Queer Youth Demand Safe Schools--Part 2

- o Arthur Lipkin, "The Case for a Gay and Lesbian Curriculum," in Gerald Unks (Ed.), The Gay Teen, pp. 31-52

- o George Alan Rekers, excerpts from Growing Up Straight: What Families Should Know About Homosexuality

- * Video: "Both of My Moms' Names are Judy--Children of Lesbians and Gays Speak Out"

CONCLUSION: SUMMARY OF THE COURSE

Thursday — A Vision for Democratic Schooling

- o Debbie Epstein and Richard Johnson, "On the Straight and Narrow: The Heterosexual Presumption, Homophobias and Schools"

**FINAL EXAM: Tuesday, May 14, 8-11 a.m.

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The following section is reprinted from Alone No More: Developing a School Support System for Gay, Lesbian and Bisexual Youth, Minnesota Dept. of Education, 1994, a report of MDE's Prevention and Risk Reduction Team (HIV/STD).

Alone No More and Making Schools Safe for Gay and Lesbian Students, the Education Report of the Massachusetts Governor's Commission on Gay and Lesbian Youth, are compelling blueprints for communities and schools committed to the well-being of all their young people.

ALONE NO MORE

Developing a School Support System for Gay, Lesbian and Bisexual Youth

MDE
MINNESOTA DEPARTMENT OF EDUCATION

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This booklet was produced through a grant to the Minnesota Department of Education AIDS/HIV/STD/UP Prevention Program from the US DHHS Centers for Disease Control and Prevention, Division of Adolescent and School Health, Comprehensive School Health Education to Prevent the Transmission of AIDS/HIV.

This resource is recommended for use in school settings by teachers, school boards, school administrators and student service personnel. This resource has been reviewed and approved by the Minnesota Department of Education Federal Review Panel for HIV prevention in the school settings.

Minnesota Department of Education
Prevention and Risk Reduction Team (HIV/STD)
Office of Service Design and Collaboration
550 Cedar Street
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612/296-5825

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MAY 1994

ALONE NO MORE

Developing a School Support System for Gay, Lesbian and Bisexual Youth

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Accepting the Challenge

Forward

by Michael Kaplan

Challenge.

Erik Erickson wrote, "Someday, maybe, there will exist a well-informed, well-considered and yet fervent public conviction that the most deadly of all possible sins is the mutilation of a child's spirit." Although this is a reasonable goal for our society, this standard is not yet a reality for gay, lesbian and bisexual youth. Studies in the fields of education and social science repeatedly report higher rates of suicide, homelessness, drug abuse and school absenteeism for gay, lesbian and bisexual youth in comparison to their heterosexual peers. These critical problems are consistently linked to the lack of support and social acceptance such youth face. The community and school are settings of potential discrimination, violence and oppression. They can, however, be evironments that provide support and foster positive self esteem and positive identity development.

Need.

Gay and lesbian individuals were noted to be "the most often victimized groups in the nation" according to a report commissioned by the U.S. Department of Justice on bias crimes. Other task forces and foundations also report that gay and lesbian individuals routinely experience being the target of verbal abuse, physical threats and physical violence (D'Augelli, 1989). Being an 'out' gay, lesbian or bisexual individual often brings consequences of social harassment and danger.

Pervasive and societally condoned prejudice affects not only adults, but gay, lesbian and bisexual youth, as well. If they openly acknowledge this aspect of their sexuality, the youth face the dilemma of either dealing with rejection, social isolation and harassment. Or, if they do not openly acknowledge their sexual identity, they cope with the pressures and stresses of keeping this part of their personal identity a secret, of hiding and of conforming to heterosexual norms. Gay, lesbian and bisexual youth can be the epitome of high risk youth. They frequently have critical problems such as homelessness and alcohol abuse as noted above. More specifically, they "are two to three times more likely to attempt suicide than other young people. They may comprise up to 30 percent of completed youth suicides annually" (Gibson, US DHHS, 1989, p. 3-310). The need for social support for and among gay, lesbian and bisexual youth is overwhelming.

The school environment often becomes "a source of stress for the homosexual youth" (Hunter et al., 1987, p. 183). While no one system carries the blame for the discounting, oppression and discrimination faced by gay, lesbian and bisexual youth, many systems - including schools - must assume the responsibility to change, to create environments that foster a positive self-esteem in these youth. One teacher writes, "as professional educators, regardless of our moral or political convictions, we are duty bound to protect and promote the human and civil rights of all people within the classroom" (Sears, 1985, p. 93). Because schools serve the function of preparing youth for participation in society, a necessary goal is to foster positive self-esteem for <u>all</u> individuals. This means ensuring that gay, lesbian and bisexual youth get respect and support from the school and from each other.

One developmental task of adolescence is to develop, clarify and accept their identity - including sexual identity. Students do think about and talk about sexuality. Most students have questions about sexuality and their sexual identity, some question their sexual orientation, and some come out as gay, lesbian and bisexual. Since

school is a major part of adolescents' lives, the school needs to be attuned to the needs of gay, lesbian and bisexual youth so they can, like their heterosexual counterparts, be assisted in this crucial developmental task of clarifying sexual identity.

Action.

To summarize, the actions needed are:

- Reduce the outright violence against gay, lesbian and bisexual individuals who are members of the school community.
- Reduce the negative consequences of oppression including the sense of isolation and risk behaviors.
- Increase the self esteem and a sense of belonging of students.
- Assist students to clarify, in positive ways, their self identity.

To be positive and inclusive of gay, lesbian and bisexual students, schools can act on a number of fronts:

- Examining and changing the school climate, classroom mileau and the tone of and access to school's student services.
- Having at least one person, preferrably a core team, willing to be advocates for lesbian, gay and bisexual youth.
- Ongoing classroom presentations about sexual diversity.
- Clear school district policies that respect and protect lesbian, gay and bisexual students and staff members.
- Development of a structured school-based peer group - a place there the youth can discuss issues, ask questions and a place where they can be themselves (Williams et al., 1992).

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Setting the Climate

ME

The advocate, nurturer, the person willing to work with gay, lesbian and bisexual youth within the school system.

The first stage in developing a supportive school community is for each educator to examine for him/herself the issues, the benefits of actions that begin to change the school climate, and the consequences of nonaction. This first list of reflection and action items, for ME - the individual educator, is the longest. Not all items need to be accomplished before moving to the next level of commitment (classroom and student services staff), but this section can be a checkpoint to come back to as progress is made toward support for gay, lesbian and bisexual youth. Remember that each individual pursues his/her own road of awareness, understanding, acceptance and appreciation of all types of diversity, including the diversity in the sexual orientation continuum that includes homosexuality, bisexuality and heterosexuality. The most powerful lessons come from the gay, lesbian, bisexual young people themselves - if the environment is safe and respectful enough for them to share their thoughts, experiences and needs.

Here are steps for individuals to take:

Develop awareness.

- ▼ Learn the basics about sexuality, including sexual identity and the sexual orientation continuum.
- ▼ Stay current with information about the development of sexual identity.

- ▼ Understand issues that may be unique to gay, lesbian and bisexual youth - fear of discovery, rejection and social isolation; pressures to conform to heterosexuality; potential harassment and violence; potential rejection by family and friends; risk of HIV/STDs infections; alcohol and other drug abuse; depression and suicide.
- ▼ Explore your own assumptions about the sexual orientation continuum.
- ▼ Recognize the sources of some of your thoughts and beliefs - "where you've come from":
  - Recall lessons from your up-bringing - the positive and negative messages from parents and other family members, religious or spiritual training, from the community, and from one's own personal experiences.
  - Recall information provided (or omitted) in your professional education.
- ▼ Examine beliefs about sexual violence/abuse (especially between an adult perpetrator and a child/youth victim of the same gender) and how this affects your understanding of sexual orientation; seek accurate information about sexual identity development.
- ▼ Begin to recognize and observe heterosexism and homophobia in oneself and others. Note any similarities between heterosexism and sexism or perhaps between heterosexism and racism. (See appendix A.)
- ▼ Be aware of and begin to use accurate terminology regarding sexual identity and sexual orientation. (See appendix B.)

Take risks - one small step at a time.

- ▼ Look for a support network of advocates in the community; develop your own in your school - one person at a time.
- ▼ Have confidence in your decision to begin to understand the experiences of gay, lesbian and bisexual youth.
- ▼ Be alert. Because of your advocacy, questions may be raised about your sexuality and sexual identity. Prepare a response that would be informative, not defensive.

- ▼ Strive to make shifts in attitudes. Note times when you are less judgmental, more inclusive in your observations or responses. Share your shifts with your support network. Ask for feedback from your support network if there are times you "show old biases".
- ▼ Examine your own use of language and gestures - slang words, jokes or gestures that perpetuate rather that diminish stereotypes, language that excludes rather than includes same-gender relationships.
- ▼ Use non-judgmental language about the make-up of families. Not only are there gay, lesbian and bisexual students and staff, but there are students and staff who come from families with lesbian mothers or gay fathers, gay, lesbian or bisexual siblings or other constellations of family members.
- ▼ Collect pamphlets or other resources and have them available for staff, students and parents. Watch how often and how many are used by students.
- ▼ Collect information on community resources — sexual orientation-sensitive counseling resources, speakers, national and state hot lines, etc.
- ▼ Reflect on your progress and growth. Celebrate.

Advocate.

- ▼ Wear a button that promotes awareness of sexual orientation issues and heterosexism.
- ▼ Put up awareness posters - first inside the closet in your office or classroom, then outside the closet door, then on the bulletin board. One step at a time.
- ▼ Stop heterosexist jokes or remarks. Say, "No name-calling. It hurts people's feelings. I will not have it in my classroom. Period." or "No put-downs or biases will be tolerated."
- ▼ Challenge heterosexist assumptions.
- ▼ Speak up in defense of and in support of students and staff who are gay, lesbian or bisexual.
- ▼ Remark about issues such as discounting, discrimination and inclusion regularly and consistently.
- ▼ List the inaccurate hypotheses used to challenge the legitimacy of acknowledging gay, lesbian or bisexual youth or planning services to meet their unique needs.

A couple of false hypotheses to prepare for are people choose to be homosexual and can decide to change and adult homosexuals recruit youth to be gay. Plan a response to each false hypothesis. Use the challenge as a opportunity to educate.

- ▼ Educate co-workers on a one-to-one, informal basis.
- ▼ Discuss issues about sexual orientation and heterosexism with your family members and friends.
- ▼ Anticipate that students or their family members or staff may seek your support because of your advocacy. Sometimes people will come to you who have never discussed sexual orientation before. (See appendix F.)
- ▼ Meet with school administrators and staff who volunteer to assist in planning education for the faculty and staff, community advisory councils and parent advisory councils.
- ▼ Pause to recognize the assertiveness and courage that your advocacy requires. Compare it to the courage required of gay, lesbian and bisexual youth and adults.
- ▼ Be patient with others because each person progresses at his/her own pace of understanding the issues. Youth who are gay, lesbian or bisexual are the most effective educators - their life stories have the greatest likelihood of impacting adults' attitudes.
- ▼ Write letters for professional and public newspapers.
- ▼ Be alert to opportunities for input on public policy issues in the town/city government, regional meetings or at the state and national level.
- ▼ Talk to policy makers; write letters; accept invitations to make public testimony.
- ▼ Start a community or school support group.
- ▼ Celebrate your progress and growth at each step.

CLASSROOMS

The place where facts, ideas, theories, attitudes, stereotypes are clarified, presented, explored and integrated.

Each teacher can create an inclusive, respectful and safe environment for him/herself and the students. It is the daily encounters with students that offer an opportunity to remind students that the whole world is not homogeneous - there is diversity in culture, race/ethnicity, gender, sexual orientation and others. Positive and negative messages can be taught by what is said and what is left unsaid, and some of the most meaningful lessons are are taught by how a teacher acts or responds to questions or situations, by the role model he/she presents, regarding inclusion of diversity.

Here are some actions the classroom teachers can take:

Begin by reviewing the individual response - the ME section.

Inclusive environment.

- Assess what messages are present in the classroom environment - pictures, words, images, sayings. Are they inclusive of same-gender relationships, or a range of family constellations?
- Display posters (such as *Unfortunately History Has Set the Record a Little Too Straight* and *What can you do? Your best friend has just told you, "I'm gay."* (See appendix C.)

Discussion.

- ▼ Be aware of your own and students' personal values and attitudes and how they are portrayed.
- ▼ Recall that a lot is said by what is not said - ex. if stereotypes are not corrected, if the topic of homosexuality is not discussed.
- ▼ Use inclusive language.
- ▼ Treat homophobic remarks or jokes as you would racist and sexist remarks.
  (See appendix D.)

Curriculum.

- ▼ Outline the essential concepts to be included across subject areas such as sexual identity development, family constellations, discrimination/civil rights.
- ▼ Determine the learner goals to be addressed across all subject areas.
- ▼ List topics in all subject areas in the current curriculum where concepts need to be modified so they are inclusive of the issues pertaining to gay, lesbian and bisexual youth; for example, dating relationships, family members, advocacy hotlines.
- ▼ Determine which subject areas should integrate essential concepts and specific accurate information about sexual orientation - health education, personal and family life sciences, social studies/civics.
- ▼ Develop the curriculum by determining the content to be taught, grade/age for inclusion, materials for introduction and reinforcement of content, methodologies, etc.
- ▼ Determine opportunities in all subject areas to contradict negative messages and integrate the contributions of gay, lesbian and bisexual individuals, such as in English literature, science, art, music, social studies, etc. (See appendix E.)

Instruction.

- ▼ Use accurate language and information in instruction; modify materials as needed. ex: Use "sexual orientation" rather than "sexual preference" as the latter connotes being gay, lesbian or bisexual is "preferred" or is a choice; it is not. When developmentally

appropriate, and in the correct context (such as in sexual health and responsibility content that includes dealing with HIV/STDs transmission) accurately discuss sexual behaviors: sexual activity/intercourse includes vaginal and anal intercourse and oral sex; anal sex and oral sex are practiced by both opposite gender and same gender couples; all are at risk for HIV/STD infection.

- *Sexual orientation* - whether a person is homosexual, bisexual or heterosexual - is not a choice. But all individuals have choices in terms of *sexual behavior.* Regarding sexual relationships and intercourse, some choices are: abstinence for the present, celibacy (abstinence for a lifetime), choosing sexual behavior other than intercourse, mōnogomy (one partner for a lifetime), sexual intercourse with protection, and there are others. Also, all individuals have the same pressures - dealing with relationships, sexual negotiating, alcohol and its influence on decision making and other behaviors.
- Be clear that learning information about sexual orientation in the classroom - specifically homosexuality - is not recruitment or permission for experimentation. Sexual orientation is not a choice, it is a way of being.
- Avoid judgmental terms; for example, labeling some things as "normal" and, therefore, inferring or labeling other behaviors as "abnormal"; referring to "those" people, etc. Terms that include or exclude individuals are very subtle, but can create barriers.
- Use inclusive language. Talk about friendships or partners, not exclusively boyfriend/girlfriend inferring only heterosexual relationships.
- Include inclusive concepts in assignments and booklists.
- Point out and contradict negative images in all subject areas including English, social studies, music, art, etc.
- Integrate gay, lesbian or bisexual authors and contributions by gay, lesbian or bisexual individuals.
- Encourage positive learning opportunities about homosexuality.

STUDENT SERVICES

The place where individuals seek information, problem solving and support and where they expect nonjudgmental, insightful and confidential help.

Student service staff - school nurses, school social workers, counselors and chemical awareness staff and school psychologists - need to be keenly aware of, and ask about issues relating to sexual orientation, just as they would other factors that are potential "secrets" when working with individual students, in support groups, or when working with families.

Actions for student service staff to consider include:

Begin by reviewing the individual response - the ME section.

Note ways to create an inclusive environment in the classroom section.

Increase awareness.

- Be aware of the problems that may exist for gay, lesbian or bisexual youth such as increased risk for depression and suicide, substance abuse, dropping out of school.
- Recognize health concerns related to risk-taking behaviors such as sexual intercourse and potential

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- Recognize health concerns related to risk-taking behaviors such as sexual intercourse and potential

consequences (HIV infection, Hepatitis B or other STDs), alcohol use and abuse, etc.

- ▼ Know community resources. Be certain the list of agencies and contact people in the agencies is current.
- ▼ Be knowledgeable about print resources - articles, texts, pamphlets.
- ▼ Understand that different communities, cultures and racial/ethnic groups differ in their views of sexuality including sexual orientation.

Use appropriate language

- ▼ Use non-heterosexist language.
- ▼ Use inclusive language when discussing relationships.
- ▼ Reflect the student's own vocabulary; for example, if the student uses the terms "homosexual" or "gay", then follow his/her lead and use the same term.

Use non-judgmental counseling techniques.

(See appendix G.)

- ▼ Assess your own skills in interviewing students about sexual identity issues; learn and rehearse interviewing skills with your support network; ask for feedback from students about their sense of your comfort level and effectiveness.
- ▼ When appropriate, explore ideas with a student, recognizing that he/she may not understand his/her own feelings or have the right words for questions or concerns he/she has.
- ▼ Be alert to, and skillfully raise, critical issues such as depression/suicide, chemical use/abuse, alienation that may lead to dropping out of school.
- ▼ Be aware that students need time to build trust, and may test the student service staff's knowledge and sensitivity before seeking help.
- ▼ Guarantee confidentiality.
- ▼ Serve as a resource to refer students to agencies or individuals for more information or for counseling and support.
- ▼ Appreciate that gay, lesbian and bisexual students may be grieving the loss of "traditional" life as society currently defines it.
- ▼ Appreciate the unique perspective, experiences and resilience of the youth as they develop and understand their self-identity.

SCHOOL

The arena where awareness is manifested, policy is acted on, and instruction and student services are provided to students who know whether they are rejected or they are supported, respected and celebrated by the school community.

The school plays a critical role in shaping the attitudes of students and educators, and providing a safe environment for learning, acceptance and respect. In a key position is the school principal and his/her administrative team.

Here are some actions for key school administrators to consider:

Begin by reviewing the individual response - the ME section.

Note the roles suggested for the classroom teacher and student service staff.

Set the tone for the school through clear, strong, consistent administrative support.

- ▼ Assess the school climate. (See appendix G.)
- ▼ Set and consistently enforce clear rules of behavior that respect and protect diversity among students and staff.

- Recognize staff who are aware, sensitive, supportive and willing to develop a support system for gay, lesbian and bisexuaí students.
- Support the advocacy roles that classroom teachers and student service staff have assumed. Take a stand and do not waffle.
- Be prepared to respond to criticism.
- Advocate for other schools to develop inclusive and supportive environments for gay, lesbian and bisexual youth.

Provide learning opportunities for staff and students.

- Provide inservices on topics such as sexual identity development including sexual orientation, heterosexism, homophobia and discrimination.
- Include fictional and nonfictional resources in the school library, also pamphlets listing community resources for gay, lesbian and bisexual students (See appendices H & J.)
- Invite positive gay or lesbian role models to school for presentations to faculty and/or students.
- Support opportunities to include sexual orientation as a topic when studying other oppression or discrimination as in other -isms, such as racism, sexism, classism, heterosexism.
- Support opportunities to celebrate the uniqueness of homosexuality when having celebrations of diverse and unique cultural/ethnicity groups.
- Offer opportunities for debate on the issues regarding sexual orientation and demonstrate how to have differences of opinion on a subject without disdain or oppression but with respect and integrity.

Support students having access to services.

- Provide confidential student services for youth who are having personal identity issues and need access to support in the school or referral to community resource information and appropriate services.
- Recognize that youth may be dealing with issues regarding family members who are gay, lesbian or bisexual and need access to student services.

▼ Assess the feasibility of developing support groups for gay, lesbian and bisexual youth in the school, or in the community with the school's support.

SCHOOL DISTRICT

The place where leadership through policy is developed and sustained, where awareness is generated and where diversity among students, staff and families is protected.

A school district can encourage or inhibit the development of a safe and positive environment for all people within its boundaries. The development of policies that protect all minority groups is the basis of all education.

Some actions school district administrators and school board members may consider are:

Begin by reviewing the individual response - the ME section.

Note the roles suggested for the classroom teacher, student service staff and leadership in schools.

Determine a school district policy.
(See appendix I.)

- ▼ Support diversity in a safe school environment.
- ▼ Examine state and national laws for implications for policy - such as the Human Rights Act and requirements for dealing with harassment and violence.
- ▼ Include strong and clear disciplinary action for those who victimize gay, lesbian and bisexual students and staff.

- Encourage staff to become advocates for all students including lesbian, gay and bisexual students.

Examine employment/hiring policy and practices.

- Reflect acceptance of gay, lesbian and bisexual staff to serve as role models and resource people for gay youth.
- Advocate for gay, lesbian and bisexual staff

Support faculty who assume advocacy roles in the school and community.

Community action.

- Provide opportunities for education of parents and community leaders.
- Offer opportunities for debate of the issues regarding sexual orientation and demonstrate to students and to the community how to have differences of opinion on a subject without disdain or oppression but with respect and integrity.
- Help educate the city, regional and state policy makers.
- Advocate for other school districts to develop inclusive and supportive environments for gay, lesbian and bisexual youth, staff and their families.

Structuring Groups in Schools—

For Support and Peer Interaction

Each school setting is unique. The level of awareness of the community and the knowledge and experiences of school leaders and staff and of students dictate what is needed in a given school to develop the environment in which a support group for gay, lesbian, bisexual students can emerge. The previous Setting the Climate section provides a checklist so school staff can select the necessary components for development of a sensitive school climate ready for a support group.

A support group shows that the school climate is one where diversity is respected and protected. Support groups say to all students and staff that gay, lesbian and bisexual students and staff are present and are valued by the school system. It increases the awareness and visibility of gay, lesbian and bisexual individuals and assures that their issues will be addressed.

Through support groups, students can gain both factual information and also critical skills such as communication, assertiveness and decision-making. It is an opportunity to develop knowledge of and peer acceptance for a range of healthy sexual attitudes and responsible, protective sexual behaviors. The structured groups offer a supportive environment in which to express fear, anxiety and personal safety concerns. The support groups are a nurturing place where gay, lesbian and bisexual students can view themselves and each other with genuine affection and delight.

Schools have many types of support groups — for students in ethnic/racial groups, students with chemical health problems, students with chronic health problems and pregnancy and parenting groups. These groups are led by school personnel and are designed for education, support, friendship and skill building. These groups serve as models for the development of support groups for student who are gay, lesbian and bisexual.

There are a number of questions that should be answered before a support group for gay, lesbian and bisexual students is initiated. Here are a few with a checklist of issues following each:

What groundwork needs to be laid in your school?

- ▼ School district policy that supports working with gay, lesbian, bisexual students
- ▼ In-service for administrators and school board members
- ▼ Inservice for staff
- ▼ Administrative commitment to providing services to all students, especially those at risk (drop-out, suicide, HIV infection, runaways)
- ▼ Staff identified who can form a support network and act in an advisory and support capacity
- ▼ School resources identified such as materials in school library or pamphlets in the health office, etc.
- ▼ The school community informed about plans for support-group — parents, PTA, school newsletter, school announcements, school staff

How will you approach parents, school administrators, teachers, student services staff and support staff?

- ▼ Use a prevention model. The purpose of the group is to give support for students who are at risk for suicide, depression, isolation, homelessness, etc.
- ▼ Explain the need for students in any unique group to have support
- ▼ Be clear about goals and purposes of the group
- ▼ Ask for their advice, support and resources

If you have a support group, how will you protect the anonymity of students?

- ▼ Provide a safe and confidential place to meet.
- ▼ Students can find out about the group by contacting the facilitator or other school staff rather than a public posting of the time and place of the group meetings.
- ▼ The facilitator meets with all potential group members to discuss the confidential nature of the group, the meeting time and location.

Who will lead the group? Co-facilitators are recommended.

- ▼ Is gender balance needed?
- ▼ At least one facilitator should be a school staff member because school staff know the students and the school climate, and any accusations of recruitment of students from outsiders can be immediately refuted. Also, issues and problems raised in the group regarding school climate or individual needs can be dealt with immediately.

Are role models and resources for support group members available?

- ▼ The criteria for facilitators is not the sexual orientation of the facilitators, but rather their sensitivity, flexibility and ability to lead support groups.
- ▼ Facilitators need to know how to access the gay, lesbian and bisexual community for individual and group support, education and advocacy.
- ▼ Facilitators should prepare to respond to questions that may be raised about their own sexuality or sexual orientation by students or by adults outside the group.

How will you publicize the group and other services to gay, lesbian and bisexual students?

- ▼ Posters, public announcement systems, bulletin announcements
- ▼ Newsletter, articles in school newspapers
- ▼ Word of mouth

Who will be invited to participate? Decide the scope of the group.

- ▼ Gay, lesbian, bisexual students only
- ▼ Students with sexual identity questions/or role confusion
- ▼ Students with gay, lesbian or bisexual family members
- ▼ Friends
- ▼ Students from your school only, or students from the community

What resources are available within your community?

- ▼ Guest speakers — experts and role models
- ▼ Libraries and cultural resources such as plays
- ▼ Health services for regular health care — ex. gay/lesbian/bisexual sensitive, anonymous/confidential HIV testing
- ▼ Gay/lesbian/bisexual sensitive counseling centers for needs beyond the purpose of group — ex. depression, suicide, rejection from the family
- ▼ Parent groups such as P-FLAG (Parents, Families and and Friends of Lesbians and Gays)

What is the purpose or goal of the group?

- ▼ Define the purpose of group: ex. support, information, developing friendships. School support groups are not therapy groups.
- ▼ Develop goals of the group with students.
- ▼ Clarify what the group will not do.

What content should be discussed?

- ▼ Content is decided upon by the group members. Some topics include safety, family acceptance, coming out, risk factors, role models, health issues - HIV/STD, dating, partners, religious/spiritual and political issues.

How should the group operate?

- ▼ Check-in time for students at each group session.
- ▼ Content/or topic to be discussed.

- ▼ Develop group rules to ensure confidentiality and respect for all members.
- ▼ Problem-solving among the group on situations or scenarios.
- ▼ Encourage frequent feedback.
- ▼ Closure and directions for the future.

What are the expectations for the students?

- ▼ Become well-adjusted students.
- ▼ Become developmentally secure individuals.
- ▼ Remain in school and graduate.
- ▼ Become productive individuals.
- ▼ Develop healthy lifestyles.
- ▼ Reduce risk-taking behavior.
- ▼ Be aware of school and community resources.
- ▼ Have successful role models.

CONCLUSION

The ultimate goal is to develop a school climate where diversity is protected and respected, and where individuals are celebrated for who they are. The hope is that the preceding information provides schools with beginning tools that can help make that happen.

Appendix A.

Attitudes Towards Differences:

The Riddle Scale

In the classic sense, homophobia is defined as intense, irrational fears of same gender/sex relationships that become overwhelming to the person. In common usage, the term homophobia means the fear of intimate relationships of persons of the same gender. Below are listed four homophobic responses and four positive levels of attitudes.

REPULSION People who are different are strange, sick, crazy and aversive. Anything which will change them to be more normal or a part of the mainstream is justifiable. Homosexuality is seen as a "crime against nature".

PITY People who are different are somehow born that way and that is pitiful. Being different is definitely immature and less preferred. To help those poor individuals, one should reinforce normal behaviors. Heterosexual chauvinism.

TOLERANCE Being different is just a phase of development that people go through and most people "grow out of." Thus they should be protected and tolerated as one does a child who is still learning. Gays and lesbians should not be given positions of authority because they are still working through adolescent behaviors.

ACCEPTANCE	Implies that one needs to make accommodations for another's differences and does not acknowledge that another's identity may be of the same value as their own. Denies some of the social and legal realities; ignores the pain of invisibility and the stress of "closet behavior."
SUPPORT	Works to safeguard the rights of those who are different. Such people may be uncomfortable themselves, but they are aware of the climate and the irrational unfairness in our society.
ADMIRATION	Acknowledges that being different in our society takes strength. Such people are willing to truly look at themselves and work on their own personal biases.
APPRECIATION	Values the diversity of people and is willing to confront insensitive attitudes in themselves and others.
NURTURANCE	Assumes the differences in people are indispensable in society. They view differences with genuine affection and delight and are willing to be advocates of those differences.

Adapted from The Scale of Homophobia by Dorothy Riddle, PhD (Psychologist from Tucson, AZ) by J. A. Hower (Michigan State University), M. Bankins (University of California at Santa Barbara), and S. Crahen (California at Fresno). ACPA/NASPA Celebration, Chicago 1987.

Appendix B.

Definitions

UNDERSTANDING PHOBIAS and -ISMS

HETEROSEXISM: The societal assumption and norm that the practices of heterosexuality are the only accepted and sanctioned expressions of human sexuality. Heterosexism presumes that everyone is or should be heterosexual. Heterosexism has become institutionalized in a way that sanctions discrimination and the denial of basic human rights for gay, lesbian and bisexual people.

HOMOPHOBIA: The irrational fear of sexual orientation other than heterosexuality. Homophobia is expressed as negative feelings, attitudes, actions or behaviors against lesbians, gay men, bisexuals, and transgender people. It includes the fear of: 1) lesbians and gay men; 2) being perceived as lesbian or gay; 3) one's own feelings of affection for the same gender.

Homophobia has three components: 1) xenophobia - fear of differences; 2) erotophobia - cultural anxiety about sexuality, particularly fear of same gender sensual/sexual feelings and behaviors; 3) sexism - fear of sex/gender role violation.

INTERNALIZED HOMOPHOBIA: The belief by gay/lesbian/bisexual people that same-gender sexuality is inferior to heterosexuality. Internalizing this belief can lead to self-hate and difficulty with self-acceptance. Often gay/lesbian/bisexual people accept society's stigma attached to same-gender sexual orientation without realizing that their belief is a result of oppression.

BIPHOBIA: The fear, hatred or distrust of people who are attracted to and form romantic or sexual relationships with partners of either gender. It includes ignoring the existence of bisexuals by believing everyone is either gay/ lesbian or straight and it also includes the fear of being labeled a bisexual by others.

SEXUAL ORIENTATION CONTINUUM

HOMOSEXUAL: A man or woman whose primary erotic, psychological, emotional, and social interest is in a member of the same gender. She/he affiliates with members of the same gender on many levels: sexually, emotionally, intellectually, and physically. Otherwise known as gay (for males) or lesbian (for females).

GAY MAN: A man whose primary erotic, psychological, emotional, and social interest is in other men. A gay man is someone who affiliates with men on many levels: sexually, emotionally, intellectually, and physically—and who identifies himself as gay.

LESBIAN: A woman whose primary erotic, psychological, emotional, and social interest is in a member of her own gender. She is a woman who affiliates with other women on many levels: sexually, emotionally, intellectually, and physically — and who identifies herself as a lesbian.

BISEXUAL: A man or woman whose primary erotic, psychological, emotional, and social interest is in a member of either gender. They affiliate with either other women or men on many levels: sexually, emotionally, intellectually, and physically — and who identifies him/herself as bisexual.

HETEROSEXUAL: A man or woman whose primary erotic, psychological, emotional, and social interest is in a member of the opposite gender. She/he affiliates with members of the opposite gender on many levels: sexually, emotionally, intellectually, and physically — and who identifies as being heterosexual. Otherwise known as "straight."

SEXUAL IDENTITY DEVELOPMENT

SEXUAL IDENTITY: The composite of factors that determine knowing and expressing oneself as a sexual being.

Sexual identity is determined by the following:

GENETICS/CHROMOSOMES: The core of the genetic makeup on the cellular level that determines gender - being male or female.

SEXUAL ANATOMY: The physical characteristics including sex organs and morphological manifestations stimulated by hormones that determine gender — being male or female.

GENDER IDENTITY: The inner sense that one is a man or a woman.

GENDER ROLE: What a person communicates to others to indicate gender. This includes physical attributes, adornment, grooming and social interactions. Gender role is learned and believed to be internalized from role models in the culture beginning during infancy. Sometimes described as the attributes of being masculine or feminine.

SEXUAL ORIENTATION: A persistent pattern of sexual arousal toward men, women or both. The sexual orientation continuum includes homosexuality, bisexuality, transgender and heterosexuality.

SEXUAL BEHAVIOR: Behavior leading to a heightened sense of physical sexual arousal. The element of sexual identity that is a choice.

Adapted from several sources:

J. Duca, *Needs Assessment of the Bisexual Community in the Twin Cities*, Gay and Lesbian Community Action Council, Minneapolis, MN, 1991.

J. Guth and P. Elliot, eds., *Confronting Homophobia, Lesbian Advocacy Committee, Minnesota Coalition for Battered Women.*

G. Remafedi, lecture, University of Minnesota School of Public Health, 1990.

What can you do? Your best friend has just told you, "I'm gay."

STOP TELLING QUEER JOKES.

- Because they're based on lies and you may be hurting someone you care about.
- Put downs say more about you, and mean you don't understand.

FIND AN UNDERSTANDING ADULT.

- Because realizing you're gay can be confusing and lonely - we all need support.
- Remember, not everyone will be helpful.... choose carefully.

DON'T GO AWAY.

- Because your friend is in need of someone to lean on.
- Trusting you is a sign of friendship.

DID YOU KNOW THAT...

- Ten percent of all the people you know are, or will be discovering that they are gay or lesbian.
- People seldom expect to make such a discovery. When they do, they are often surprised and sometimes uncomfortable with the feelings. They may also fear being ridiculed or hurt.
- Fear makes people want to hate. Hating is a heavy burden. Trusting you is the first step in relieving that burden.
- If you are gay/lesbian or have a friend who is, it's not the end of the world. Countless others have made that same discovery and are leading meaningful, happy lives.
- Most of us don't know much about what it means to be gay or lesbian. In fact both you and your friend may have many of the same questions. Helping find accurate information is one way of being a friend.
- We all have the same need for love and friendship. It's not who you love that is so important. It's that you love and are a friend.

IF YOU WANT MORE INFORMATION

For accurate information, a safe, confidential place to call is:
Gay and Lesbian Community Action Council
HELPLINE 822-8661

or after hours call YES at 379-6363
or contact someone here at:

For support and special services contact:
The Youth and AIDS Project (YAP)
University of Minnesota
627-6820

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Posters

Poster printed with permission of the St. Paul Public Schools Consultation Group and the Wingspan Ministry of St. Paul Reformatin Lutheran Church.

"What can you do? Your best friend has just told you, 'I'm gay.'"

Available for $5 from :

Wingspan Ministry of St. Paul Reformation Lutheran Church
100 North Oxford Street
St. Paul, MN 55104

612/224-3371

Other poster titles include:

"Unfortunately, History Has Set The Record a Little Too Straight"
(ten historical figures who were gay/lesbian/bisexual)

Available for $6.95 each from:

Northern Sun Merchandising
2916 E. Lake Street
Minneapolis, MN 55406

1/800/258-8579; local 612/729-2001

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Appendix D.

Name Calling in the Classroom

WE SHOULD DO SOMETHING ABOUT IT

Every day we hear names echo down the corridors of our schools and explode in our classrooms. Maybe we have personally experienced it, maybe not. But children experience it, we can certainly sense the pain and humiliation of the children and youth. Sometimes we can see their anger.

Insults take many forms; they all hurt. Racial, religious, ethnic and sexual slurs are particularly abusive because they reflect a history of oppression. This history adds power that may inflict damage when such slurs are used. Do children need to be reminded that they are members of a denigrated class?

Sometimes slurs are not even recognized as hurtful and could even be considered socially acceptable. But many young people use terms such as **nigger, spic, faggot, lezzie, queer** . . . because they know the effect — the hurtful nature. The use of slurs attacks another person's self-esteem. Using slurs teaches young people that hatred of a singled-out group is condoned by our society.

As educators, it falls on us to create a cooperative learning environment where students are safe to express themselves in all their diversity. It is also the responsibility of educators to teach children that diversity is something to be celebrated, not ridiculed.

WE CAN: ESTABLISH A CODE OF DISCIPLINE

Name-calling is based in poor self-esteem and wanting to use power to put others down. It has a spiral effect of further lowering self-esteem of both the name-caller and the student being labeled. This makes it difficult for

learning to take place. A system-wide Code of Discipline will assist in controlling name-calling. For example, unacceptable behavior can be defined as: willful obscene, abusive or profane language or gestures (including racial, religious, ethnic or sexual slurs). This definition is followed by specific consequences for infractions of the code. With system-wide support and commitment, a discipline code is very effective in eliminating name-calling not only in the classroom, but also in the hallways and playgrounds where it is more prevalent.

EXERCISE FOR SETTING CLASSROOM RULES

With or without a district-wide or school building policy, name calling can be controlled within the classroom using the following exercise:

1. Have students brainstorm names they have heard called.
2. List all suggestions on the board.
3. Discuss the following categories: racial, religious, ethnic and sexual bias.
   Then categorize the brainstormed names accordingly.
4. Describe how all name calling involves prejudice and is equally harmful.
5. Have students suggest rules and consequences for classroom behavior, such as
   - None of the listed names in the brainstorming is acceptable in the classroom.
   - No form of name calling will be tolerated.
   - Consequences for failure to adhere to this rule will be _____.
6. Affirm and reward positive interactions that begin to build a safe, inclusive, comfortable environment.

You can control behavior in your classroom if you react immediately and consistently to any violation of the rule. Then students understand and feel safe in the classroom.

(Virginia Uribe, Ph.D, Fairfax High School, Los Angeles Unified School District. Founder and director of Project 10, a dropout prevention program targeted at gay and lesbian teenagers.) Adapted from *Name Calling*, Equity Institute, Inc., Box 458, Amherst, MA 01004 by R.E. Luehr, MDE, 5/93.

Appendix F.

What Do I Do If A Student Tells Me He or She is Gay, Lesbian or Bisexual?

- Do not act surprised when someone "comes out" to you, telling you he/she thinks he/she may be gay, lesbian or bisexual. The person has tested you with a series of "trial balloons" over a period of time, and decided that you can be trusted and helpful. Don't let him or her down.

- Respect confidentiality. Gay, lesbian or bisexual teenagers who share their identify with you have established a sacred trust that must be respected.

- Deal with the feelings first. Most gay, lesbian and bisexual teenagers feel alone, afraid and guilty. You can help by listening, allowing them to unburden uncomfortable feelings and thoughts.

- Assess his or her understanding of homosexuality. Replace misinformation with accurate knowledge. Don't assume that gay/lesbian teens know a lot about human sexuality. We have all been exposed to the same myths and stereotypes, so it is very helpful to provide clarification.

- Anticipate some confusion. Many gay, lesbian and bisexual teenagers are sure of their sexual orientation by the time the enter high school. Others will be confused and unsure.

- Be supportive. Let gay, lesbian and bisexual teenagers know that they are "okay". Explain that many people have struggled with the issue of sexual orientation. Acknowledge that dealing with one's sexuality is difficult. Keep the door open for further conversations and assistance.

- Know when and where to seek help. Know the referral agencies and counselors in your area. Gay/lesbian hotlines can provide access to professional persons and agencies that are qualified to help.

- Examine your own biases. You need to remain a neutral source of information and support.

- Be informed. Most of us are products of a heterosexist/homophobic society that has been paralyzed by misinformation and fear. You cannot be free of it by just deciding to be free; read reliable resources and talk to qualified persons.

- Use non-judgmental, all-inclusive language in your discussion. Pay attention to verbal and non-verbal cues from students. Do not label or categorize.

Adapted from suggestions offered by members of PFLAG - (Parents, Families and Friends of Lesbians and Gays) by R.E. Luehr, MDE, 3/93

Appendix G.

Checklist for Assessing Workplace Homophobia/Hetrosexism

	Yes	No	Unsure
1. Sexual orientation is included in our anti-discrimination policy that relates to staff, students and families.	___	___	___
2. The personnel policy includes paid emergency leave for death or illness of significant others.	___	___	___
3. Gay/lesbian/bisexual issues and policy are covered in staff orientation and volunteer training.	___	___	___
4. We advertise our services and job openings in the gay/lesbian media.	___	___	___
5. Our forms do not ask staff or parents if they are "married, single, widowed, or divorced."	___	___	___
6. Forms for student/client completion take into account diversity of households, including homes with partners of the same gender.	___	___	___
7. Staff refer to "partners" rather than "husband, wife, spouse, or boyfriend, girlfriend" when speaking with clients/students.	___	___	___
8. Gay and lesbian individuals are listed in our brochure or statement of who we serve.	___	___	___
9. Our agency/school system has held inservices on gay/lesbian issues.	___	___	___
10. Homophobic or heterosexist comments are not tolerated among staff or students.	___	___	___

	Yes	No	Unsure
11. We have gay/lesbian material such as magazines and newspapers in our waiting room or school library.	___	___	___
12. When suicide, alcohol/drug abuse, or sexual risk behaviors are addressed in student serives, policy or the classroom, the potential connections to sexual orientation issues are included.	___	___	___
13. We have contacts and make referrals within the gay, lesbian and bisexual community.	___	___	___
14. If the organization makes financial or in-kind donations, some of them are to gay/lesbian/ bisexual causes and organizations.	___	___	___
15. Our agency advocates gay/lesbian/bisexual political causes and issues publicly as needed.	___	___	___
16. If I were a gay, lesbian or bisexual student, I would choose to be open about my sexual orientation at this school/agency.	___	___	___
17. There have been or are openly gay, lesbian or bisexual students in our school.	___	___	___
18. If I were a gay, lesbian or bisexual staff or parent, I would be open about it within this school or school system or agency.	___	___	___
19. There are or have been openly gay men, lesbian women and/or bisexual men and women on our staff.	___	___	___

Adapted from: The Gay and Lesbian Community Action Council, Minneapolis; Family Service of Greater St. Paul; and UofM Youth and AIDS Projects, 428 Oak Grove Street, Minneapolis, MN 55403

The following section is taken from A Staff Development Manual for Anti-Homophobia Education, Arthur Lipkin, 1992. It may be used as a guide in creating workshops for teachers, counselors, administrators and other school workers.

(excerpts from)

A STAFF DEVELOPMENT MANUAL
for
ANTI-HOMOPHOBIA EDUCATION
in the
SCHOOLS

(STEP-BY-STEP INSTRUCTIONS FOR A TEACHER-TRAINING WORKSHOP)

WITH AN AFTERWORD:
"A Theory for a Developmental Approach to Anti-Homophobia Education"

Arthur Lipkin, Ed.D.
HARVARD GRADUATE SCHOOL OF EDUCATION
GAY/LESBIAN SCHOOL ISSUES PROJECT
Copyright c 1990

THE GOALS OF AN ANTI-HOMOPHOBIA WORKSHOP (12 HOUR VERSION)

The goals of an extensive workshop (the three hour version will be discussed separately) are:

1. to overcome participants' reluctance and/or discomfort in discussing, within the school setting, issues of sexuality

2. to define and discuss the terminology of the subject of homosexuality

3. to acquaint participants with the basic facts of the homosexual orientation

4. to explore participants' existing attitudes toward homosexuality

5. to help participants to relate to the circumstances and experience of gay and lesbian people

6. to help participants to see how homophobia is related to other forms of bigotry

7. to provide participants with models and resources for intervening in instances of homophobic behavior

8. to provide participants with models and resources for changing homophobic attitudes

9. to acquaint participants with the special needs of gay and lesbian students or students struggling with issues of their sexuality

10. to provide participants with models and resources for responding to the needs of gay and lesbian students or students struggling with issues of their sexuality.

This is clearly an ambitious list for any staff development effort. Realistically speaking, even a twelve-hour experience is unlikely to achieve each goal with uniform success. We are, after all, talking about changing life-long and deeply seated attitudes, in some cases. School staffs are not fourteen-year-olds, with impressionable young minds. Still, if the extensive workshop is voluntary, we are likely to be starting with a group willing to be informed and challenged. If we can begin the process of disruption in their pre-conceived notions, it will probably continue after the twelve hours are over. Each part of the workshop experience will meet the needs of different individuals. One activity may seem to be better received than another. The goal is to begin the process of eliminating homophobia on different fronts and at different levels so as to engage as many participants as possible throughout the course of the workshop.

If the participants are well-known individually and the workshop leaders can be sure that they are all at a certain level of understanding on the subject, the leaders may elect to skip certain of the suggested activities or alter them to some extent. Let those leaders be warned, however, that they should not overestimate the comfort level or understanding of the participants. It is surprising to find how often school staff members who are otherwise as progressive and unbiased as one could imagine still are just beginners when it comes to the topic of "gayness". For all the attention homosexuals have gotten in the last ten years in this country, the topic is still fraught with misunderstanding and anxiety, even among those who consider themselves "informed". It will not hurt for workshop leaders to underestimate the level of understanding of the participants.

I do not mean to encourage condescension on the part of workshop leaders. On the contrary, all of us, participants and leaders alike, share the homophobia that is endemic to our

society. It is important to acknowledge that sharing near the start of the workshop experience. It is unlikely that any workshop member is entirely free of homophobia. Even those who may be gay or lesbian themselves probably have vestiges of internalized homophobia to deal with. No one is immune or perfect at this point in our history as a culture.

GAY AND LESBIAN STAFF PARTICIPATION?

Should gay and lesbian staff or relatives of gays and lesbians participate in this workshop? The answer to this question is not a simple one.

One would assume that of course all staff members should participate in such an endeavor. One might even assume that having gay and lesbian staff involved would lend an immediacy or a "personal touch" to the effort. Both of these assumptions might prove true, but there are important cautions to observe.

First, we don't want to put people on the spot. If there are gays or lesbians participating, they may not be "out" at work or they may not be 'out' to everyone at work. They may want to participate in the workshop without revealing their sexual orientation. This might not be a good idea, since one of the goals of the workshop is to share attitudes and experiences openly and truthfully. If some of the participants know another one of the participants is gay or lesbian and others do not know, there could be an awkwardness to the whole effort that might be harmful.

Or, even if some of the participants are openly gay or lesbian, we don't want to put an undue burden on them to be the focus of group scrutiny throughout the workshop. It is natural that people would turn to open gays and lesbians to answer questions or share personal experiences. Openly gay and lesbian participants have to be able to put limits on their sharing.

On the other hand, we don't want the workshop to become group therapy for gay and lesbian staff members. There might be some who would take advantage of the opportunity and the audience to unburden themselves of every troubling nuance of their lives. That might be interesting and even illuminating of some of the topics

of the workshop, but it would not be likely to balance the needs of the gay/lesbian participant with the needs of the other workshop members.

Similarly, if a participant wants to share the fact that he or she has a gay or lesbian family member, it can be a very effective and even moving part of a workshop experience. But there have to be limits on how much the workshop attends to the needs of that participant, to the detriment of its other goals.

All of these situations require a situational judgment to determine the course that the workshop leader takes. In the instance of closeted participants, logically, only if the leader is him or herself aware of the person's sexuality, can there be a private discussion with the latter about the possible effects of his or her participation on the workshop. In the cases of the openly gay/lesbian or relative (parent, etc.) participants, there should be an open discussion of the implications for the workshop of their participation.

One last consideration on the subject of gay/lesbian participants is the possibility that their presence may have an inhibiting effect on homophobic expression of others. Even if the workshop leader is openly gay/lesbian, if he/she is a stranger at the school, he/she may be less inhibiting of honest discussion than a staff participant who is openly gay/lesbian. After all is said and done in the workshop, participants have to work together at the school. This is a sticky issue to resolve. I recommend that the workshop leader acknowledge his/her sexuality and also that openly gay/lesbian staff members be encouraged to participate, but that there be two important provisions. There should be opportunity for anonymous expression of feelings and opinions. There should also be small group experiences where those self-identified as "straight" can be completely open about their thoughts. It must be stressed, however, to the "straight" group members, that at no time in their lives, whether at home, in church, on the job, at the market, or anywhere else, can they be absolutely sure that there is not a gay or lesbian person present

to hear them. That is one of the central lessons of any homophobia workshop.

We may now proceed to the details of the extensive (approx. 12 hours) workshop format.

We will assume that the workshop will be divided into four sessions of approximately three hour each. Of course additions and deletions are possible to meet time constraints. The following is a suggested format and general thematic outline, arranged by day:

Workshop Title: Gay and Straight at Anycity School: Creating a Caring Community

Short Overview of Objectives

- to increase awareness of issues of prejudice and diversity
- to share information about gay and lesbian lives
- to encourage respect, understanding, and support for sexual minorities at Anycity
- to develop curriculum and/or other projects for reducing homophobia at Anycity School

Workshop Sessions:

<u>Session One - Homosexuality and Sexuality</u>

- development of human sexuality
- gender roles
- myths and stereotypes
- religion
- parenting
- coming out

Session Two - Homophobia and Education (Part One)

- student experiences
- staff experiences
- the parent point of view
- the impact of AIDS

Session Three - Homophobia and Education (Part Two)

- Pink Triangles: the history and practice of homophobia
- assessment of needs and priorities (curricular and social) at Anycity school
- project and curriculum interventions
- project proposals

Session Four - Sharing, Evaluating, Implementation Planning

- presentations of completed or planned curriculum and/or projects
- evaluation of curriculum and/or projects
- strategic planning
- workshop evaluation

N.B. This is an ideal schedule. It may be that some issues in the earlier sessions really take hold and the leader(s) won't want to cut off a successful activity. In that case, the suggested schedule for the last sessions might have to be altered to accommodate unfinished business from before. So be it! Perhaps the projects can wait until summer or the next school year. Willing staff members can always find time to work beyond the parameters of a workshop schedule. If this workshop is effective, there will be personnel to fulfill its objectives long after its last formal session.

Session One - Homosexuality and Sexuality

Achieving a Comfort Level

Despite the plethora of blatant sex in our society, from the calculated exploitation of sex by the advertising industry to the acres of skin exposed daily on actual television programs, there is still an enormous reluctance to talk honestly about sexual matters with others, face-to-face, especially man-to-man. What passes for expression of sexual feelings among men in most cases is bravado, unchanged in character from adolescent chest-thumping. Among women, there appears to be a greater freedom of intimate expression in general, but in gender-mixed groups it seems to evaporate.

We must anticipate that a group of male and female school employees are not going to jettison their usual reticence about sexual matters as soon as they take their seats, even in a voluntary homophobia roundtable. We have to help the participants to relax and share their thoughts and feelings.

The first task is to introduce folks to one another. It is not unusual, especially in a large departmentalized school, for people not to know some of the others in the group.

STEP 1: Introductions

Go around the group, asking people to introduce themselves. Don't be satisfied with a name only. Ask each one to tell what their job is at the school and why they chose to participate in this particular workshop. Focus attention especially on what they hope to get out of the workshop experience.

The workshop leaders should include themselves in the introductions. If they happen to be gay or lesbian, they should share that information with the group. This would not necessarily be the tactic when discussing the topic of homosexuality with high school students, but at the adult level, keeping one's homosexuality veiled would be disingenuous and destructive to the group dynamic.

Step 2 : Defining Community

Ask the members of the group to think about the characteristics of a "school community". As they make suggestions, the group leader will write them on the blackboard. The purpose of this exercise is to get participants to focus on those characteristics that define what they are all a part of, while they are in the school setting. Some of the characteristics that will likely be suggested are:

diversity	trust	power structure
learning	socialization	shared values
neophytes+veterans	school spirit	cliques
conflict	rules	adults+children

Some of these notions bespeak the thorny realities of any social entity; others of them evoke an idealized concept. It is clear that our ideas about school community are an amalgam of what we know to be true about them as well as the espoused goals we have for them. The tension between the real and the ideal is part of the energy that can fuel individual and group growth.

It will be important to refer back to these characteristics of a community, both the real and the ideal, as the workshop proceeds. It will be enlightening to examine these notions from a gay perspective; for instance, to ask the questions:

1. Will a school's tolerance of diversity extend to gay/lesbian staff or students?

2. Is conflict over sexuality different from other kinds of school conflict?

3. Is there a difference between learning about homosexuality and learning to be homosexual?

4. Do we feel differently about the mix of adults and children in a school when we know some of the adults or children are gay or lesbian?

Step 3 : Acknowledging Diversity

It is important for workshop members to acknowledge and experience their own diversity and to see that there are other important demarcations of difference than the polar notions of hetero- and homosexuality. Write on the board the following categories:

GENDER RACE SOCIAL CLASS RELIGION AGE JOB

Ask the participants to list their own specifics for each of these categories and then to list first the positive and then the negative characteristics that they have heard attributed to each one of their self-descriptions.

Point out to the group that there are other categories that might have been listed like:

marital status // number of children // political affiliation
height // food preferences // preferred erotic acts
weight // music preferred // religious inheritance

Some of these categories might be important to us in defining who we are. Or they might be important to other people in labeling us, even if we ourselves don't attach much significance to those particular categories. Especially when they have power, the importance others give to particular categories by which they wish to define us, may force us to accept the centrality of those categories in our own lives.

Step 4 : Epithets and Stereotypes Barrage

Ask the group to call out the complete list of names and attributes, commonly used to depict gay and lesbian people. Write the list on the board as the suggestions are made. A typical list will look like this:

fag/faggot	lezzie	queen	manly woman
queer	bull-dyke	pervert	femme man
pansy	limp wrist	sodomite	
dyke	child	fairy	
homo	molester	sex obsessed	

Of course, school staff who are tuned into the latest teen language will have many more current and possibly more colorful additions to the list.

The purpose of this exercise is to lower inhibitions in expressing negative terminology about homosexuality in the workshop sessions. If the group members and leaders can seem to hear these epithets with some measure of personal detachment, it will lower the squeamishness about saying them. That is not to suggest that we ought to forget the amount of violence these terms can inflict on people, but only that a workshop on homophobia cannot achieve its goals without allowing for the expression of the terms of homophobia and the ideas that underlie them. It is possible to conduct a very polite workshop on prejudice, observing the niceties of language and reducing everything to abstraction and indirection. Such a workshop would not allow for the airing of bigotry that polite people never express, but nevertheless harbor within themselves.

Not only will the above exercise enhance the freedom of expression of homophobic epithets; it should also vent some of the inhibitions inherent in a discussion of sexuality in general. It should not surprise us that the pretenses drop overall as the tolerance for "impolite" verbal expression rises.

Step 5 : An Introduction to Homosexuality

Although the levels of experience with and knowledge of homosexuality will vary among the group members, it is advisable to review some of the basic facts and current opinions about homosexuality. It won't hurt that everyone be brought up to date about a subject that receives so much attention in many academic disciplines today from psychology to literary theory.

At the start, it would be wise to explain that many of these "findings" are merely theoretical. One may choose to accept or reject part or all of these positions on a subject that seems destined to be studied ad infinitum or at least until the notion of sexuality loses its fascination.

Important!!! The material presented in Session One, Step 5: An Introduction to Homosexuality can be provocative among school staff. At the start we noted that it might be difficult to limit activities only to those sessions to which they are assigned and we suggested altering the final sessions to accommodate going overtime in the earlier ones. One may still do just that. However, let us remind those running the workshops that, although it is important to touch on many of the ideas in what we might label "Homosexuality 101," we do not have the luxury of turning our workshop into a semester's university course. Getting people thinking and expressing their ideas and feelings is a more reasonable goal than trying to teach them everything they ought to know about this compelling subject.

<u>What Is Homosexuality?</u>

The simplest definition of homosexuality is: an affectional preference for one's own gender. Of course homosexuality just isn't that simple. For starters, we might ask just how strong the preference has to be. Since the terms homo- and hetero- sexuality imply polarity, how should we define the sexualities that exist between them. Kinsey refers to a continuum of sexual orientation from exclusively heterosexual (numbered 1 on his scale) to

exclusively homosexual (numbered 6). But then, are we describing a realm of sexual desire or a taxonomy of sexual acts with such terms and such a scale? Do homoerotic thoughts make one a "homosexual" or does it make sense to make the distinction?

We must ask, in this context, why we need the labels "homosexual" and "heterosexual" and if they have always been used to distinguish between types of people? Historians, philosophers, and literary theorists have debated whether homosexuals constitute an "essential" category of person, and whether homosexuality depicts a transhistorical sexual orientation or a recent social invention. Adherents of the constructionist theory claim that not only the name, but also the idea of homosexuality arose only in the late nineteenth century. They say that, although people throughout history have engaged in what we would today call homosexual acts, no one would have thought to base a significant part of one's identity on those practices.

Constructionists say that identifying a person, in ancient Greece for example, according to the gender of his sexual partner would have been as meaningless as labeling him by his preference for meat over fish or by the length of his thumb. Even in the Middle Ages, when men were burned for sodomy, constuctionists claim those people might have been condemned for committing certain sexual acts, but neither the sodomite nor his inquisitors would have thought of centering the sodomite's identity in the gender of his sexual partner. In other words, a sinner, no matter what his sin, was primarily a Christian person. That was the root of his identity, along with nationality, gender, and other important distinctions of the time. Sodomy would have been a sin like many other sins and the one who committed it would not take an identity from his particular sin.

The rise of urban cultures, along with the ascendance of medicine and psychology over orthodox religion, contributed to the "discovery" and labeling of the homosexual person. People found industrial employment and, not needing children for agrarian survival, had the opportunity to seek out same gender sexual

associates in large anonymous cities. Science then transformed their sin into a dysfunction and explored its cause.

The essentialist view finds examples in the historical record of men and women who attached great significance their same gender sexual object choice and other examples of people who gave enormous attention to the negative aspect of such choice. Essentialism finds material on "gays throughout history" from David and Absolom to Michelangelo to Eleanor Roosevelt. It may not be difficult to prove same-sex attraction in these historical figures. The crux of the argument, however, focuses on what they and their contemporaries made of that attraction. Essentialists say people before the late 1800s knew that same gender desire was a distinguishing characteristic.

What Causes Homosexuality?

So much has been written on this topic and yet the debate is far from over. Science and pseudo-science are working on it. Some would have us believe that homosexuality is genetic, but if it is exclusively so why do some identical twins have opposite sexualities. Others attempt to prove homosexuality results from prenatal hormonal influences, even trauma. Still others maintain homosexuality is learned or conditioned, that it results from certain circumstances in a susceptible child's surroundings.

Should we look for a single cause of homosexuality or, for that matter, multiple causes? Do we devote the same energy to discovering the causes of the various forms of heterosexuality of which there are clearly several. Different heterosexuals find pleasure in different types of partner and various erotics; for some, sex is something to be endured; some prefer celibacy. Though their desires or lack of them might be of interest to sexologists, there is certainly not the universal interest that attends research into same-gender desire.

Many would know homosexuality's cause in order to prevent or change it. If parents were worried that their child might grow up to be celibate, there might be millions of dollars in federal grant money devoted to research on the cause of celibacy. And

among gay/lesbian people themselves, although some might be interested in what "made them gay", they probably would not care so much if they were not stigmatized. After all, people who don't enjoy meat don't spend time trying to figure out whether their food preference is genetic or learned.

Across continents and across cultures, some people have a sexual preference for members of their own gender. Those who ask what causes such an orientation must be asked in turn why it is important to know.

Is Homosexuality Natural?

This question is related to the question of what causes homosexuality. On one level it is easily answered. Homosexuality exists in nature; therefore, it is natural. We don't need to examine the behavior of bees or fish to demonstrate or justify same gender sexual activity in nature. We need only look to mankind.

The fact that a behavior is "natural" is no guarantee of its goodness; countless natural phenomena are deplorable (e.g., greed and violence). What people really mean when they ask if homosexuality is natural is whether it is morally correct or part of the Divine Plan for Nature. Thus the argument, "God made Adam and Eve, not Adam and Steve." Of course God also made Absalom, Herod, and the woman who would have let Solomon cut a baby in half. Many religious moralists find admonitions against homosexuality in Scripture.

Some depend on Darwin to prove or dispute the "naturalness" of homosexuality. A few sociobiologists have proposed theories of homosexuals as caretakers or shamans to advance a pro-gay argument. Most opponents depend on the premise that society would die out if everyone were gay/lesbian.

First, not all homosexuals are childless; others might have children, if they were allowed to raise them. Further, what is the logic in applying a universalizing test to homosexuality? Are we to believe that everyone is periodically tempted to "turn gay"

and that without the imperative to be heterosexual, the continuation of the species would be threatened. One doesn't need universal heterosexuality to sustain a human future.

Is Homosexuality A Sin?

There is nothing less appropriate to consideration in a public school in the United States than the question of whether any behavior constitutes a sin. Public schools are not churches, synagogues, or seminaries.

It may be appropriate and worthwhile to discuss in the school setting what the attitudes of various religious faiths are toward homosexuality. We do not intend to examine those attitudes in this workshop outline. Overall, however we may observe the following about various religious denominations:

- some strongly condemn homosexuality
- some are more accepting of homosexuality
- some celebrate homosexuality and gay/lesbian relationships
- some that condemn homosexuality today were accepting long ago
- some that once condemned homosexuality are accepting today

What is Gay?

The term "gay" is a recently coined liberationist term for someone with a homosexual orientation who accepts it as an important and positive part of his or her identity. This acceptance and its communication to others is called "coming out of the closet" or just "coming out".

"Gay" has more and more been used to describe homosexual men, whereas "lesbian" has been used to apply to homosexual women. One often hears the terms "gay men and lesbians" used to refer to the homosexual community. Some gay men and lesbians don't like the term "homosexual" because it originated in the medical sphere to describe a dysfunction, or because it is properly an adjective, or because it implies erotic behavior in its third syllable.

These terms have cultural and political dimensions. It is possible for a person to engage in homosexual behavior without considering him/herself to be gay or lesbian. Certain minority

and non-Western cultures attach different meanings to same gender activities than Western ones do. To consider oneself gay or lesbian requires acceptance of Western categories and of the importance of sexual orientation to one's identity.

It is also possible for people to consider themselves gay/lesbian without engaging in same sex erotic activity. They might be sexually inactive or abstinent for a variety of reasons, yet still positively acknowledge their homosexual inclinations. Some feminists have adopted the label "political lesbian" to indicate their solidarity, even in the absence of sexual attraction.

How Many Gay/Lesbian People Are There?

Interpretations of the Kinsey data have suggested that approximately 10% of the population in this country is gay and a slightly smaller percentage is lesbian. In these cases the homosexual label designates those whose sexual experience is exclusively or predominantly with others of the same gender.

Because Kinsey and others have shown that sexuality is experienced along a continuum of behaviors and orientations, rather than at the poles of exclusive sexuality, it is difficult and perhaps futile to try to decide where lines ought to be drawn. Again, it seems as if taxonomies, like preventions and cures, are demanded more in the area of sexuality than in other spheres of human preference and behavior. This insistence reflects more on those who need the labels than it does on the validity of the labels themselves.

There is, in the end, so much ambiguity in human sexual desire that trying to find a precise number of homosexuals in any population is self-defeating. Let us assume that a minority of the population is gay or lesbian and that, like any other minority in a pluralistic culture, their existence needs to be acknowledged and respected. We thereby go a long way toward making the exact count of gay people unnecessary and irrelevant.

Understanding and tolerance ought not to be proportionate to a group's percentage in the population. No one, for instance, has

made the argument that anti-Semitism is justified by the fact that only 2% of Americans are Jewish.

Is Homosexuality an Illness?

From the late nineteenth century, when it was first brought to the attention of science, until 1973, homosexuality was considered by many psychologists and doctors to be a form of mental illness. Though even Freud objected to treating homosexuals as dysfunctional, it was not until 1973 that the American Psychiatric Association and the American Psychological Association removed homosexuality from their lists of psychological disorders. No correlation has been shown between homosexuality and neurosis or psychosis. Some homosexuals who seek psychiatric help are troubled not by their sexual orientation but by the hompophobia that surrounds them.

Some therapists and counselors think gays and lesbians are sick and advertise cures. There is no proof that they have changed their clients' sexual orientation. It is more likely that an unhappy or disturbed homosexual can be conditioned to resist his/her homosexual inclinations and adopt heterosexual behaviors. But of course, only in certain lexicons would such conditioning be equated with re-orientation.

Is Homosexuality More Common Among Certain Groups?

The homosexual orientation is found in every group and subculture. There are homosexuals in every social class, in every profession, and in every race and religious group. Of course, it is easier to be openly gay or lesbian in certain social contexts than in others. Hence, hidden or suppressed homosexual feelings may be more likely in small towns, among fundamentalists, or in ethnic groups where strict gender roles are enforced.

That is not to suggest that there is no discouragement of homosexuality among urban white liberals. To the contrary, homophobia is just as ubiquitous as homosexuality. There are, however, some settings in America where one's chances of being accepted might be greater.

Stereotype holds that gay men are in the arty professions (e.g., hairdressers, decorators, and actors) and lesbians in more active ones (e.g., gym teachers, athletes, and truck-drivers). Some gays and lesbians may be less fearful of taking professions traditionally reserved for the opposite gender than an artistically sensitive heterosexual man or assertive heterosexual woman might be. On the other hand, open homosexuals were permitted to take, or even restricted to, such gender-unconventional roles. There are of course homosexuals in every profession, but there seems to be more risk in being open in certain ones.

Are There Homosexual Behaviors?

Gay men are given permission to act in ways traditionally deemed feminine, precisely because so many people believe gay men are by nature effeminate; conversely lesbians are expected to be butch. Many gay men and lesbians freely accept the invitation. Some are exhilarated by fully expressing themselves, without regard to previous conditioning. Others however are constrained to act like those of the opposite gender because they have internalized social expectations about gays and lesbians or because they minimize hostility by confirming stereotypes.

Young heterosexuals are less able publicly to defy conventional gender socialization. Jonny will wear blue and it won't be a dress. He will not kiss his uncle. Mary will play with her dolls and not aspire to be a major league umpire. The public are not eager to hear that not all transvestites are homosexual. So deeply rooted are gender assumptions.

Are Homosexuals Promiscuous?

First, is there something about homosexuality or in the gay or lesbian communities that fosters promiscuous behavior? Second, what do we mean by promiscuity and why is it so condemned in our society?

Promiscuity is hardly universal in the gay community. Especially since the advent of the AIDS epidemic, promiscuity has

been discouraged by many gay leaders and health organizations. But of course the issue is not whether gays have been less promiscuous out of necessity in the last few years, but rather whether, in the absence of a health risk, most gays would want to be promiscuous.

Is there something in homosexual erotic desire that renders it less satiable than heterosexual desire? Does it require fulfillment with more partners? Would constraints on homosexual promiscuity be greater if homosexual partnerships were given state license as are heterosexual marriages?

These are valid questions which may be answered by psychological and sociological research. In the meantime, one may make these observations:

- There are some homosexual as well as heterosexual people who have stronger sexual appetite than others.
- Males have been socialized to pursue erotic satisfaction and women to deny erotic interests.
- There are some gay/lesbian and straight people who prefer serial monogamy to life-long commitment.
- There are very few social, economic, or religious institutions promoting homosexual monogamous union or offering support for those that falter.

The majority of homosexuals appear to be as conventional in every other aspect of their lives, except their sexual orientation, as heterosexuals. Most subscribe to the same relational and family values, for better or worse, as straight people do. Lesbians and gay men may only be more likely than the majority of heterosexual parents to influence children to challenge limitations of traditional sex roles. Of course a gay or lesbian family unit looks different, but there can be children, shared child-rearing and bread-winning responsibilities, spousal benefits, divorce procedures, et al.

We do not want to suggest that all homosexuals subscribe to conventional values and practices. Many have expressed

fundamental criticisms of traditional sexual morality and family structures.

Lesbian feminists, and some gay men, have called for the freeing of women and children from the physical and emotional tyrannies of patriarchy. In fact, some would say the lesbian voice has been essential to the women's liberation and feminist movements. Such views are not exclusive to homosexuals, but, perhaps because of their exclusion from acceptability, they have had an opportunity for a distanced critique of the norms of marriage and family.

We observe that what conservatives call promiscuity is what others call freedom. Mainstream public moralists decry sexual freedom as immature and irresponsible, a relic of the cursed 60s. But in fact erotic license has been the prerogative of privileged heterosexual men who have made a private virtue of playing the field before marriage and fooling around after it. Perhaps, instead of clucking our tongues while fundamentally accepting that "boys will be boys," we ought to consider granting everyone the same freedoms and responsibilities of sexual expression.

Gays and Children

"Is it safe for children to be around homosexuals?" That question is provoked first by the assumptions that gays are sexual predators. This, despite the fact that the vast majority of child molestation is committed by heterosexual males. This fear flows perhaps from a desire to protect the vulnerable from an alien made into a bogey man. There are other instances in human history when children were thought to need protection from marginal and misunderstood groups. In the Middle Ages, Christians believed that Jews kidnapped their children for ritual sacrifice. More recently, Gypsies were suspected of child abduction and African-American men of raping white girls. An even more sinister reading of these fears is that one invents an outside threat in order to overlook the prevalence of physical and sexual abuse of children within families.

A second assumption is that exposure to gays and lesbians will influence children to become homosexual themselves. Yet, evidence fails to support that proximity matters: the heterosexual parents of most homosexuals have had no influence on sexual orientation and many gay parents raise heterosexual children. On the other hand, children whose orientation is homosexual may have an easier adjustment to their stigmatized sexualities, if they have well-adjusted and happy adult role models. Homophobic protectors would rather see young people's lives tortured by self-hatred than enhanced by self-acceptance.

Should We Help Kids Be Gay?

Many teachers employ Sex Education and Family Life curricula to teach young people to be responsible and loving heterosexuals. When it comes to helping gay/lesbian kids to be self-accepting, responsible, and loving, however, their mission flags. They need not be homophobic themselves, yet might encourage heterosexuality in struggling adolescents because of the difficulties of being gay or lesbian in an unaccepting culture. Would they advise light-skinned African-American students pass for white in a racist environment?

The aim of education in a democracy has never been to make everyone the same; rather it has been to foster equality in a diverse society. The ideal of the "melting pot" has given way to the "patchwork quilt". Even though for years, perhaps inadvertently, we have taught the benefits of "passing for straight", to what end have we done it and at what cost to our gay and lesbian students' integrity and mental health?

What About AIDS?

We will not reduce AIDS infection by ignoring homosexuality or any other sexual orientation. AIDS is a danger for all sexually active people. We must teach for responsible and safe sex, especially to teens, whose sexual behavior is often impulsive and heedless of consequences.

Additionally, we must explore issues of sexuality differences to prevent the violence against gay people precipitated by the AIDS epidemic. Since its advent there has been an enormous increase in gaybashing, almost always committed by adolescent males. We must take steps in schools to reach these troubled and fearful young men with lessons of tolerance before they hurt people.

Session Two - Homophobia and Education

Step 1: Role Play
[Use the "Holiday Meal: Coming Out" or the "In the Teachers' Lounge" role play at the end of this resource manual.]

This improvisation should last 20 minutes to a half hour, but the workshop leader should be aware that often people get so into their roles that the skit can remain interesting for longer than that. Let it go longer, if the impact would be undercut by stopping too soon.

Before asking the audience to react to what they saw, take time to ask each of the actors how the experience felt. You might ask, "What did you think this role would feel like when you got the assignment and how did it feel actually to do it? Were you surprised by anything?"

Then ask for audience comments. Try to elicit the visceral responses, rather than an intellectual critique of homosexuality.

The role play is designed to evoke deep feelings about homosexuality, families, schools, students, professional and collegial relationships. The effectiveness of a role play may be measured by how much espoused stances are shaken or shattered.

Step 2: Student Experiences

The object of Step 2 is to allow workshop members to hear, as directly as possible, the real life experiences of gay and lesbian high school students. The ideal panelists for a discussion on

this topic would be one or two gay and one or two lesbian students from the school where the workshop is taking place. It may be that there are no self-identified gay/lesbian students at the school, or none willing to participate. No one should be pressured or even encouraged if the privacy of their confidences cannot be guaranteed. It would be unfair to have something shared by a student with a small group of adults come back to assail them in the school at large.

Alternatively, there may be gay/lesbian alumni/ae of the school who would like to come back and share their experiences from their student days with the workshop members. More recent graduates are clearly better for describing current conditions at the school. It may seem difficult to find these former students, but it should not be impossible. A local college may have a gay and lesbian student group with alums from your school. A gay or lesbian teacher or a guidance counselor might have contact with a former student who shared the fact of his/her sexuality with a trusted faculty member. An inquiry to a local gay/lesbian political or social group might turn up alums who would be willing to come back to help out.

If the above strategies for finding panelists fail, there is always the possibility of finding by the same or similar methods:

- students from other high schools
- college students who would speak of their high school experiences
- adult alumni/ae of your school

Larger communities often have gay and lesbian hotlines, newspapers, and speakers bureaus who can be very helpful locating speakers.

As a last resort, films like Gay Youth (dir. Pam Walton) or Homoteens (dir., Joan Jubela) may be rented to provide a celluloid young person to speak of his or her experiences.

The purpose of having the panel presentation is to give the workshop participants some appreciation of what it is like to be a

gay or lesbian young person in high school. The issues explored will doubtless include:

- when the student became aware of his/her sexuality
- how the student felt about being gay/lesbian
- how the student handled his/her sexuality in and out of school
- whether the student shared feelings or came out to anyone at school
- whether anything or anyone at the school made his/her life as a gay/lesbian person easier
- whether the student experienced homophobia at the school
- whether the student's parents were aware of his/her sexuality and what their reactions were
- whether the student has any ideas about what might have made the school a better place for him/her as a gay/lesbian person

Step 3: The Parent Experience

The purpose of this step is to allow workshop members to hear from the parents of gay and lesbian students. It would again be best for parents of current students to participate in a panel or an informal question and answer session. However, it may be even more difficult to find parents willing to volunteer for such a panel than it would be to find current students for the student panel. One might have to substitute willing parents of former students or just parents of gay/lesbian adolescents or even adults.

In addition to seeking out the help of the resources mentioned above for locating gay/lesbian students, one might contact a local or nearby chapter of PFLAG (Parents and Friends of Lesbians and Gays). If there is still no parent available for a panel, the issues of parental concern may be brought up after the viewing of Gay Youth, a film which includes interviews with parents of lesbian and gay young people.

Teachers generally respect parents and their desires for their children's education. What one may expect to hear from these parents, whatever the level of their acceptance of their child's sexuality, is the love they feel for them and the desire to see their affective as well as intellectual needs met. Parents who are willing to talk to the school staff about such matters, particularly parents who have spoken repeatedly on the topic, have usually gone through several stages of dealing with the homosexuality of their child and will speak of the complex adjustment they have made. Workshop members should relate to different levels of the parent's own experience and adjustment.

Some of the issues likely to come up will be:

- when did the parent first learn of the child's homosexuality
- what was the parent's reaction
- did the parent seek any help in dealing with the issue
- was the parent involved with the school relative to this issue
- did the parent's feelings change over time
- was there a spouse to whom the sexuality was also revealed and what was her/his reaction
- how might the school have helped in this situation
- what is the relationship with the child now

Step 4a [Optional]: The Experience of Gay and Lesbian Staff
Step 4b [Optional]: The Experience of Gay and Lesbian Parents

These steps provide some focus on the in-school lives of gay and lesbian staff members and the concerns of gay and lesbian parents. Neither realm of inquiry is suggested in the recommendations of Massachusetts Board of Education or the Governor's Commission on Gay and Lesbian Youth and they may both be omitted. However, both are germane. The environment for gay and lesbian school employees relates to the perceptions and experience of students; and the manner in which a school responds

to gay and lesbian parents mirrors the environment it provides for gay and lesbian students. No gay or lesbian student can feel safe and comfortable at a school in which homosexual teachers are unsafe or in which homosexual parents are unwelcome or ignored.

If there are openly gay/lesbian staff participants in the workshop, this session will allow them to share their experience in a focused way. If no staff are available from the school, teachers from other schools may be invited to speak at this session. This step is not meant to be a forum for solving or even discussing every problem of the gay/lesbian staff member's life. It is rather an opportunity to hear how the sexuality of the staff member is an issue at the school. Though some panelists might be willing to answer tangential personal questions, it is wise for the leader to exercise discretion in bringing the discussion back to "what it's like to be a gay teacher, counselor, cafeteria worker, dean, etc." Some of the issues which are likely to be discussed are:

- how much is his/her sexuality an issue among the staff at the school;
- has the issue of his/her sexuality arisen with students and how was it dealt with;
- are there any particular constraints that the staff member feels as a result of his/her sexuality, for example, behaviors or topics that the staff member feels he/she must avoid;
- has any student come out to him/her and how has he/she handled it;
- how would he/she judge the level of homophobia at the school;
- what steps could be taken to make the school a more hospitable place for gay and lesbian faculty and students.

Gay and lesbian parents want their children's reality to be reflected in school policies and curriculum and they want,

themselves, to be included in school life with understanding and acceptance. They generally want the school to:

1. Eliminate the heterosexual assumption when working with parents.
    - School forms, intake interviews, and questionnaires should be modified so as to use inclusive terms.
    - School personnel who call or write to parents need to be sensitized.
    - PTAs should explicitly welcome gay/lesbian parents
2. Encourage parental and student openness with faculty/administration, so parents and children may be dealt with as they would wish. It may be advisable to designate a school liaison person (perhaps a gay or lesbian parent) with whom parents can make a comfortable first contact.
3. Understand that some gay/lesbian parents and their children may not want to disclose to students or other adults than the child's teachers and administrators.
    - Be prepared to deflect questions on behalf of those children and help them deal with their impact.
    - Encourage individual teachers discreetly to break the silence with parents who have not disclosed.
4. Be prepared to deal with children who reveal more than their parents wish them to.
5. Use the relationship names that children use for their gay/lesbian co-parents.

- Use acceptable terms in addressing co-parents directly (e.g., "your daughter")

6. Recognize that a co-parent may want to be involved with a child as much as a biological one.
7. Be prepared for reactions of co-workers and other parents who disapprove of gay/lesbian parenting.
8. Be aware that, no matter how liberal the larger community, homosexual parents and their children from homophobic sub-cultural and religious traditions may have needs and coping behaviors different from the majority.
9. Be sensitive to the fact that having children of homosexual parents in a class may discomfort closeted gay and lesbian teachers.

This exchange might help teachers understand that not every matter that homosexual parents and their children bring to school is related to sexuality. They might also see that such inclusion and respectfulness has impacts beyond gay and lesbian families. For all students, but especially for those who come from non-traditional homes, it demonstrates the scope of the school's commitment to diversity. And it gives hope to gay and lesbian young people who may want some day to be parents themselves.

Important!!! It may be necessary to condense the last three steps into two panels or even one panel, if time requires. An interesting, if not as detailed, presentation could be made by a

panel of a male and a female student, a parent, and a staff member. On the other hand, the parent and student panels could be combined, leaving the staff panel for the start of the next session.

The power of panelists from the school's own community (students, parents, staff, alumni) cannot be overstated. There is a far greater chance of reaching people when they feel that "their own" are speaking. It may be that lessons of tolerance and understanding are better conveyed through requests for sensitivity, caring, and support than through lectures on abstract principles of justice. Then too, appeals to caring are not wasted on those who understand such principals. A suggested title for this workshop series might be:

"Gay and Straight at Anycity School - Creating a Caring Community"

Session Three - Homophobia and Education, Part II

Step 1: Pink Triangles*

The film "Pink Triangles" (Running time: 35 min.) is an examination of homophobia from a historical perspective (particularly the Nazi Era) as well as a contemporary point of view. There are interviews with historians and other academics, parents, gays and lesbians, high school students, and people on the street.

An attempt is made to see homophobia over the centuries as filling an important need in society for scapegoats. Also

* This film may be purchased or rented from Cambridge Documentary FIlms, Inc., P.O. Box 385, Cambridge, MA 02139. Tel: 617-354-3677.

explored are the similarities between the status of homosexuals and that of other minority groups.

The film is a strong political statement on behalf of the rights of gay and lesbian people. It does not pull any punches in its portrayal of the bigotry and foolishness of homophobes. Those non-gay people who watch it are sometimes uncomfortable with the film's accusatory tone. This reaction should be acknowledged and discussed. Take some time after the film to elicit responses from the participants. Some of the questions which might arise and possible answers to them are:

1. Is every instance of homophobia the equivalent of Nazism?

Of course not. The point of the film is that any kind of bigotry, if carried to its extreme in sanctioned public policy, can result in massive atrocities. It is the acceptance of that bigotry at the personal level that allows the atrocities to occur.

Many gay/lesbian people themselves have been homophobic in that they have feared or hated something within themselves. There are degrees of homophobia and different levels of willingness to combat it within ourselves and with others.

2. Why does the film portray individual heterosexuals so grotesquely?

The film is meant to highlight the twisted and absurd logic of the bigot's mentality. Perhaps the case is made too strongly. Even the homophobic crusader can have an appealing facade. In fact, an average homophobic person could appear perfectly affable. As Hanna Arendt observed in her study of Eichmann, the face of evil can appear absolutely banal.

3. Why is the Gay Rights Movement so intrusive? Shouldn't people just keep their private sexual lives to themselves?

As the film showed, heterosexuality is a very public issue. We are all bombarded in advertising, the entertainment and arts media, and public displays of affection with images of sex and sexuality. Unless and until all such depictions and

demonstrations are prohibited for all, is it fair to discriminate against one group?

4. But isn't it the right of the majority of people not to have their sensibilities offended by behavior they consider immoral or repugnant?

No one is asking for the right to engage in sexual intercourse in public. (Though it is troubling to the fair-minded why gay cruising spots are raided and straight lovers' lanes are only snickered about.) All gay/lesbian people want is the same rights within the same parameters of public decency. The excuse that some, even a majority, might be offended is no justification for discrimination. The same reasoning once applied to interracial dating. The tastes of the majority are amenable to change.

5. Is it appropriate to compare discrimination against gays to racial or religious discrimination?

It would be inappropriate and inaccurate to claim that all types of discrimination are identical. Every person's and every group's experiences are unique in some way. Still there are valuable comparisons to be made and similarities to be observed. Not every Black person in America has experienced racism in exactly the same ways and to the same degree, but we can nevertheless make valid general observations about how racial discrimination is experienced in this country.

Experiencing homophobia is most obviously different in the respect that sexuality difference can more often be hidden than skin color. Yet there may be similarities in the experience of those who have "passed for straight" and those who have "passed for white". And the nature of a bigot's thinking about different minority groups might follow a similar pattern in some respects, regardless of the group he hates or fears. There is more to be gained in the fight against bigotry by oppressed groups "comparing notes" rather than exaggerating the importance of their differences. There can be nothing more counterproductive than

trying to decide which group has suffered more. Lastly, it must be emphasized that, though gay and lesbian spokespeople often appear to be middle-class and white, homosexuality itself spans the boundaries of class and race. There are many gay and lesbian people who know what it is to be both gay and black or brown or yellow or red.

Step 2: Assessment of Needs and Priorities at Anycity School

We have examined the manifestations of homophobia and considered its impact on different constituents of the school community. It is now the task of the workshop participants to take a close look at what needs to happen at their school to make it a considerate and nurturing environment for its gay and lesbian members. Participants can suggest a list of needs as they perceive them. Ordinarily, they can be grouped under the following headings:

1. Stopping homophobic violence and name-calling

2. Sensitizing and educating about what homosexuality is and what it means to be gay or lesbian

3. Providing support for gay and lesbian students and for those in conflict over their sexual orientation.

One might expect that in order to accomplish #1 and #3 successfully, the school must achieve the second. Indeed, that would be an ideal scenario, but not the only one. It is possible to stop violence and name-calling and also provide services to gay and lesbian students without attempting the second task. School adults can greatly reduce the level of homophobic activity just by

intervening regularly when it occurs and making clear that it will not be tolerated. Counseling and support services for sexual minorities and those who are conflicted can be demanded purely on the grounds that these are children in need of services.

At a minimum, the workshop should be able to agree that harassment and violence should be stopped, that is, that the Massachusetts Student Rights Law be taken seriously. If there is a group of school personnel and/or parents and students who agree with that priority, they should meet with school officials to ask that an anti-harassment message be sent from the top. The clarity and strength of such a message gives leverage to those who take the lead among the school staff in challenging homophobic practices.

It may well be that the school committee or superintendent will not issue such policy and guidelines. It may be politically risky or he/she might not see the need. Their taking such a position may make it more difficult but not impossible to get the school principal to issue the policy instead. It is best to have that kind of backing, but there is nothing to prevent a dedicated group of school staff, parents, and students from beginning the effort on their own to challenge name-calling and bigoted violence within a school.

Any violent behavior in a school must be stopped, of course. The particular challenge in a homophobic attack is to call the attention of the attacker to the unacceptability of his/her homophobia as well as of the physical attack. This task is more likely to be successfully undertaken in a calm period rather than

directly after the event. It is also better to bring up the sexuality issue with the offender alone, not in the presence of the person attacked, who may not actually be gay/lesbian or may not be open about it. Unless the staff member is certain that the attacked person is openly gay and willing to have a conversation about his/her feelings with the attacker, such a process should not be attempted.

Challenging Homophobic Name-Calling

We start by just interrupting in a classroom, corridor, playing field, etc. to say, "Please don't say that. We don't like that kind of talk around here."

It is important for the challenger to use the pronoun "we". First, it implies a community standard. It invites the homophobes to conform their behavior to the community norm. If they are new in the environment (school, classroom, sports team, etc.), they will probably be sensitive to the expectations of the new group. If they are not new to the setting, they may greet the challenge with some skepticism, knowing well that the group norm has allowed the open expression of homophobia. Still, the challenge, expressed by an adult figure, should give the offender some pause. The adult may be referring to a subset of the larger known group, a new "we" that the offender cares about.

A second reason for using the pronoun "we" is to avoid the common retort, "What's it to you? Are you one of them?" Homophobes like to assume that only a homosexual would object to such behavior. Also, to accuse the challenger of being a

homosexual takes the burden of embarrassment off the offender by means of further aggression.

In that event, especially in the classroom environment, where the teacher is a familiar figure, the response could be, "Would my being gay make any difference in whether it was right for you to use that language?" Or perhaps, "No I am not gay, but I have gay family/friends and it hurts me when you say disrespectful things about them."

With an unfamiliar belligerent, it may be better to admonish and move on, rather than attempt a lengthy discussion. The offender is not likely to hear well or care about what a stranger is saying, but is rather likely to continue to be defensive and face-saving.

Young people want to conform to group norms. If the offender is challenged, particularly by peers, the behavior should diminish. That does not mean that the attitudes underlying the name-calling will be eliminated or the unfairness of homophobia understood, although the beginnings of self-examination might be provoked. In the context of eliminating homophobic *behaviors*, a school can decide if it wants to begin an educational program to change homophobic *attitudes*.

<u>Sensitizing and educating about what homosexuality is and what it means to be gay or lesbian</u>

This undertaking requires the alteration of existing curriculum and the creation of new approaches and materials. The alterations can be quite simple in concept or require more

elaborate planning. Writing new curriculum in several subject areas is a major undertaking, often unremunerated. The implementation of the altered and the new curricula requires ingenuity, energy, and tact.

Altering Existing Curriculum:

1. Teachers in all subject areas, but especially in Literature and Social Studies, should be encouraged to include gay and lesbian people in their class discussions about discrimination and difference. Just the simple inclusion of the words "gay and lesbian people" in talking about victims of the Holocaust or discussing the dangers of stereotyping, for example, can have an enormous impact.

Such mention need not have amplification. The mere inclusion of the terms is enough to signal the acknowledgment of the category in academic discussion. It says, "This minority exists and has a history." It shows that the teacher is not embarrassed or worried about mentioning homosexuality in school.

2. All school personnel should be sensitized to the power inherent in the gender of pronouns. Just as our society has made great progress in including the female gender in its pronouns (e.g., "See your doctor, if you can get an appointment with him or her."), so we must aim to eliminate heterosexist pronoun usage. In discussing an historical or current figure whose sexuality is not known, one would say, for instance, "I wonder what Shakespeare's lover thought when she or he received that sonnet."

3. In the instance of figures whose homosexuality is known, it is important to acknowledge it in appropriate context. For example, an English teacher might observe, "The fact that he was not open about his homosexuality, might have

led John Cheever to identify strongly with that secretiveness.".

Preparing New Curriculum:

Sometimes whole new units must be prepared to meet students' intellectual demands. The scope and seriousness of their interest in the topic of homosexuality are remarkable. The following is a one-day sampling of student comments and questions, submitted anonymously during presentations at one Massachusetts high school in 1994:

On Homophobia/Violence

- Why the hell would you like guys? p.s.: That's nasty.
- Fags! Why would you love a guy? You can't! They should be shot.
- In my opinion "faggot" is about on the same level of the word "nigger." Both of these are horrible names, but why is faggot so commonly used.
- How do I deal with a family who is completely against homosexuality? I myself am not gay but I have gay friends and it hurts when my family openly says horrible things.
- I have witnessed a great deal of hatred toward gays not only in this school but in other places as well. . . How do you react to hearing hateful and ignorant remarks toward gays?
- Have you ever been the victims of physical violence because of your sexual preference?
- Is there a lot of discrimination against homosexuals? If so, then in what communities do you see it the most?
- Many people are homophobic - do you think society does this to them?
- Do you think it will be harder for you to find a job as a high school history teacher?
- Have you ever lost a job or apartment because of your sexuality?
- How could someone like their own sex? I wouldn't be able to live thinking I might be gay.
- If I was gay I would kill myself.

On Health

- Do you practice safe sex? Do you worry about getting the HIV virus?

On Politics

- If gays and lesbians want to be equal why are they so public about their sexuality? Straight people don't go around saying, "We're straight, let's have a parade, or let's spend 4 hours talking about it at high schools."
- Do you think telling people you are gay is important?
- How do you feel about the St. Patrick's Day Parade being canceled because of you?

On Science

- If the entire human race became homosexual, it would take no longer than a century for all humans to become extinct.
- Is homosexuality a choice/preference lifestyle or is it more often biological?
- Are humans the only species with the gay gene?
- Do certain population groups have a higher percent of homosexuality?
- Is homosexuality a brain disorder?
- If you're bisexual are you still considered gay?
- At what age do most people become or decide hay are gay?
- If a gay man sees a beautiful woman naked, do you get excited or aroused? (even partially)

On Human Relations

- Do you often times find people who aren't homosexual attractive?
- Have you ever dated a man or woman in a heterosexual relationship?
- Do your parents feel like its their fault?
- Have people ever been kicked out of their family because they were a homosexual?
- Do your friends accept you?
- If being gay were a choice would you have chosen to be gay or straight?
- What would you say to someone who is gay but doesn't ever plan to tell anyone about it?
- If you are interested in someone how do you go about asking if they're gay?
- How can you tell if someone is gay without them telling you?
- Is it harder to stay in a relationship?

- Are the majority of gay relationships based on love or sexual attraction?
- Do you think gays should be able to marry?
- How do gay couples decide who is going to be the aggressor in sexual situations?
- Are either of you thinking of adopting or do you already have a child?

On Religion

- Do you know anything about the standpoint of the major religions on homosexuality?
- Is it actually in the Bible that being homosexual is wrong? If so how do you get strong churchgoers to accept homosexuality?

The generation of such a list of questions related to so many fields of knowledge would lead any good teacher to conclude that, based on student responses alone, this topic area represents a remarkable curricular opportunity.

IMPORTANT! HIGH SCHOOL UNITS IN HISTORY, LITERATURE, AND BIOLOGY/PSYCHOLOGY HAVE ALREADY BEEN DEVELOPED AND ARE BEING TESTED BY THE HARVARD GAY AND LESBIAN SCHOOL ISSUES PROJECT. CONTACT ARTHUR LIPKIN, HARVARD GRADUATE SCHOOL OF EDUCATION, 210 LONGFELLOW HALL, CAMBRIDGE, MA 02138 (PH. 617-491-5301) FOR DETAILS.

1. English or World Literature teachers may prepare units on "The Gay and Lesbian Experience", using the works of Sappho, Radcliffe Hall, Whitman, Forster, et al. Or perhaps they might just include a unit on a book like Reflections of a Rock Lobster in an Adolescence and Literature course.

2. Social Studies teachers may prepare history units like "The Stonewall Riots and Gay Liberation" and sociology units like "Is There a Gay Lifestyle?" Or they might include a film unit on Pink Triangles in a Minority Studies course.

3. Family Life (Home Economics) teachers may prepare units on "The Gay Family" or "Gays in the Family".

4. Political Science teachers could prepare a unit on the film The Life and Times of Harvey Milk .

These are all merely suggestions. Teachers may suggest curriculum needs in their own areas.

Whatever classroom interventions are undertaken by teachers on this subject, the teacher must be aware of some of the consequences likely to ensue and how to turn those consequences into opportunities for learning. (See **Raising Gay/Lesbian Issues in the Classroom**, Arthur Lipkin)

The following section is in two parts.

The first is taken from the Curriculum Frameworks of the Massachusetts Department of Education, 1995. The Frameworks are a part of Education Reform and are recommended guidelines for a comprehensive curriculum K-12. We have noted those frameworks that explicitly refer to sexual orientation or are relevant to it.

The second part, Raising Gay/Lesbian Issues in the Classroom, Arthur Lipkin, 1993, is intended as an introductory guide for teachers wishing to broach these topics or to respond to students who do so.

from Massachusetts D.O.E. Curriculum Frameworks - 1995

Health

1. Where conversations with students are recommended, the Frameworks suggest:

> Adolescents who are experiencing anxiety or confusion concerning sexual orientation need techniques that ensure anonymity. (Health, p.31)

2. "Gender and sexual orientation" are included under "Sexuality" in the Comprehensive Health Content Areas section. (Health, p.51).

3. Standards for Grades 9-10 suggest:

> Students organize a gay straight student alliance to promote awareness of state laws and respond to prejudice and/or violence based on sexual orientation. (Health Standard #14, p.146-7).

Social Studies

1. Learning Standard 19 includes:

> Students will define and analyze the individual and cultural components of identity. How is identity shaped by individual and cultural factors and affiliations (such as gender, race, ethnicity, religion, language, nationality, physical ability, place, sexual orientation, and socio-economic class)? (Social Studies, p.220)

World Languages

1. Learning Standards for grades 11-12 gives a number of examples for using language, including:

> #14. A group of students decides to devise a possible action plan to confront a school-wide problem of harassment due to gender or sexual orientation, using the target language to present it to classmates. (World Languages, p.106)

Arts

1. Guiding Principal V reads:

> . . . Comprehensive and sequential arts programs encourage learners to make multicultural and interdisciplinary connections.
>
> Teacher or student, we all belong to several cultures defined in part by our ethnicity, nationality, regional background, religion, gender, age, and sexual orientation (Arts, p.35)

Note: Explicit reference to sexual orientation is absent from the Frameworks in English/Language Arts, Science and Technology, and Mathematics.

BEST COPY AVAILABLE

RAISING GAY/LESBIAN ISSUES IN THE CLASSROOM : A PRACTICAL GUIDE

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When a teacher raises gay and lesbian issues in the classroom, some students respond with intellectual curiosity, but often the consequences are less positive. Some students:

- become embarrassed and uncomfortable
- become hostile
- question the teacher's sexuality
- make homophobic accusations against other students in the class or against other students and staff within the school.
- report the class activity to administration/parents

The following suggestions are offered to prevent or minimize these potentially negative consequences:

1. The teacher should be as relaxed and non-combative about the topic as possible. Students often sense teacher discomfort with subject matter and, when they do, will often take advantage by acting out. The teacher should not signal "CONTROVERSIAL TOPIC TODAY". As much as possible, the subject should emerge from the class context. If a short lesson is planned, it should be seen as a thoughtful response to student needs. For example, the teacher could say, "Last week's discussion about Elton John brought out some strong opinions about gay people. I've gathered some material together on this subject that I think will help us sort out our feelings about gays and lesbians. Today we are going to read a short story about a boy who thought he was gay at a young age and what he did about it."

2. To the question "Why do we have to learn about this?" the short response might be, "Because our community is made up of all kinds of people and it will help us all to get along, even if we don't think we like one another," or "We spend alot of time in this class figuring out how straight people operate in this world. We can spend a little time trying to figure out the same thing about gays and lesbians. After all, about 10% of the population is gay or lesbian. That's a pretty large minority group." A more thoughtful answer is to explain that the often ignored history of gay/lesbian people can teach us much about stigma, identity, sub-cultures, and survival, lessons that have connections with other groups and kinds of people.

3. When the teacher's sexuality is questioned, the responses are complex:

- Whatever answer he/she ultimately gives, a critical question for the teacher to ask at the start is, "Would my being gay or lesbian influence how you feel about me or about homosexuality?"

- If the teacher says he/she is not gay/lesbian, but still cares very much about gay/lesbian people and wants to know more about them, he/she provides a role model of caring and intellectual curiosity.

- If the teacher says he/she is gay/lesbian, it can teach that someone the students like, respect, and learn from may be gay/lesbian. The teacher need not share personal information (eg., whether he/she has a lover) beyond his/her orientation, unless he/she thinks it appropriate. Sharing personal erotic practices is no more acceptable for a gay/lesbian teacher than it would be for a heterosexual one.

- If the teacher declines to answer the question, he/she may provoke speculation. Such uncertainty may be good if it helps students to see that one can't identify a person's sexual orientation by means of superficial markers or stereotypical behaviors. In fact, a non-gay teacher might use this strategy for a time, and then, after revealing his/her sexuality, discuss the nature of students pre-conceptions and expectations. On the other hand, if a gay/lesbian teacher declines to answer, students may interpret the silence as shame. Teachers who stay in

the closet while teaching tolerance may undermine their goal of establishing the dignity of gay/lesbian people.

4.. If students begin conjecturing or making homophobic remarks about other students in the class or school, the teacher must condemn such behavior as invasive and inappropriate. As wonderful as it might be for gay/lesbian students to stand up for themselves and demand respect, teachers should be careful not to to force such a confrontation. Students, even those who are open in other settings, have a right to privacy.

Often those students who ask questions or make positive comments about homosexuality are derided as gay. Teachers therefore need a tactic for deflecting attention away from speculation about another student's sexuality during class discussions.

The teacher could say, "I have no interest in guessing if any student or teacher is gay or lesbian in this school. I will assume by statistical probability that approximately 10% of the people in our community are gay or lesbian or will be as adults. It's natural to have questions in your own minds about gay and straight people's sexuality, including having some kinds of questions about your own. But don't put other students up for public examination. We can invite gay and lesbian speakers to our class to answer our questions."

Bringing up the 10% figure in this context is more productive than starting off a discussion of homosexuality by flagging that 10% of the class itself is gay or lesbian. That observation invites an inquisition.

5. If a student at any time volunteers the information that he/she or someone dear to them is gay/lesbian, that is a wonderful opportunity to explore that student's feelings and perceptions as a member of the class. Such brave students deserve teacher support and nurturance, but the teacher should avoid speaking for them. It is more effective for peers to talk to each other when they are trying to understand difference. The best role for the teacher is to reiterate and make

concise what each "side" is saying and, above all, to keep emphasizing both gay and non-gay people's membership in the school or school district "community."

6. If students ask questions about another staff member in the school, the teacher may respond as suggested for questions involving other students. In certain cases, the teacher may say, "I don't discuss other teachers' sexuality. If you want to talk to Ms. or Mr. Smith directly, why don't you do that." Be aware that students might go directly to that staff member and misrepresent what you suggested. If the colleague knows in advance what your response to such questions is, your words are less likely to be misconstrued.

7. Be prepared to speak with administrators and/or parents about the nature of your classroom activities on the subject of homosexuality. Some parents may be upset. They need to be told of the value of education for diversity. If a critical mass of your school staff agrees on the need for preventing homophobic name-calling and violence, that should give you leverage. (It always pays to have your professional allies lined up before the controversy begins.) Conservative, religiously orthodox, or homophobic parents may take some comfort in the notion that the staff is primarily concerned with how people are treated in the school. If individual students or their parents are unhappy with the teaching that all people are equal and deserving of respect then they may continue to believe whatever they want. As long as their beliefs don't lead to behaviors that harm others physically or attack their dignity, beliefs are not the first concern of the school.

But of course, beliefs are a concern of the school. The principles of liberty and justice for all depend upon a belief system that may be in conflict with certain commonly held religious and political beliefs. Let the intellectual conflict between bigotry and tolerance thrive. Teachers should have confidence that for many of their students, given the support of a loving and rigorous academic environment, this conflict will resolve itself in favor of principles of respect for human difference.

8. The majority of students value most being accepted and liked by their peers. The norm of the class, as expressed or supported by the teacher, can be a communitarian one. Therefore, the primary goal in reducing classroom homophobia is to stress the membership of gay/lesbian people in the peer community. That is best, though rarely, done by gay and lesbian class members themselves. In the absence of openly gay or lesbian students (or teachers), however, and unless the non-gay teacher keeps his/her own sexuality in doubt, the remaining option is to imply the presence of lesbian/gay people, keeping the focus on their feelings without bogging down in speculation over who the gay members are.

This balancing act is difficult for any teacher. But keep in mind that arguing for the abstract rights and worth of people who are not group members will not work with most students. Teenagers learn first how to be considerate of the rights of those around them, for whom they already have a predisposition to care. Such feelings can be nurtured in school settings that emphasize community and caring. The inclusion in that community of any unfamiliar minority will take some work and not a little conflict, but the result is worth it.

9. The more class governance and decision-making are shared between teacher and students, the more likely the communitarian model will prevail. Group debate and democratic process create community feeling and responsibility.

The above suggestions are offered for dealing with the affective and ad hominem responses of students. Answering students' more substantive questions about the nature of homosexuality and about gay/lesbian history and culture is another matter. Space does not permit a discussion of curricular concerns. (See Arthur Lipkin, "Gay/Lesbian Issues in Schools: Why, What, How?")

The following section consists of three role-plays:

1. "Holiday Meal: Coming Out," by Leah Fygetakis may be used with youth or adults to evoke empathy for all the members of a family facing a loved one's coming out as gay or lesbian.

2. "In the Teachers' Lounge," by Arthur Lipkin is intended for use with school personnel to provide insight into the personal and professional conflicts that may arise over the issue of a student's coming out as gay or lesbian.

3."Developing an Inter-Area Gay/ Straight Alliance," by Catherine Roberts is meant to challenge school administration and faculty on the issue of institutional responses to the needs of gay and lesbian students.

ROLE-PLAY: HOLIDAY MEAL "COMING OUT"

(Developed by L. Fygetakis)

THE SITUATION:

A family consisting of a mother, father, grandmother, and two children is sitting at Thanksgiving dinner at their house. The older child is home from college. The younger child, who is a senior in high school, has brought a schoolmate of the same gender to the dinner. As we join the action, the younger child is about to tell the family that this good friend is actually in a love relationship with him/her.

The role-play is the interaction of the family **during** and **after** this important revelation.

MOTHER: You can't understand how your child can be homosexual. You've tried to provide a good home for your family. You feel hurt and guilt and make this known in any way you wish.

FATHER: As a military officer for 25 years, you are also the authority in the household. You are very angry and disbelieving.

GRANDMOTHER: You believe that homosexuality is a sin. You are afraid that your grandchild will land in Hell. Nevertheless, you want to perform your usual role as a mediator.

BROTHER/SISTER: You love your sibling and want to support him/her. You want your parents to see things from your sibling's point of view.

The YOUNGER CHILD: You think it's important for your family to know who you really are and what the nature is of you and your "friend's" relationship.

THE "FRIEND": You and your "friend" have discussed his/her need to tell the family the truth. You want to be as supportive as possible and you show that support in any way you wish.

ROLE PLAY: "IN THE TEACHERS' LOUNGE"

SETTING

In the teachers' lounge of a typical American High school of the 90s.

ISSUE

A student has just confided to her coach that she is a lesbian.

CHARACTERS

THE COACH: You are a forty-five year old history teacher, former naval enlistee, and girls' field hockey coach. One of your players who has not been performing well has just broken into tears in your office and told you she is a lesbian. You are still reeling from the confidence. You don't understand why she chose to come out to you and not someone else.

A GUIDANCE COUNSELLOR: You are thirty years old and fairly liberal. You are concerned for the girl's welfare; you don't want her to harm herself. But she is not your counsellee. You don't know if you should inform her counsellor.

ENGLISH TEACHER: You are a parent yourself and you'd want to know if your own child was gay.

CHEMISTRY TEACHER: You are sixty years old, conservative, and religious. You have not heard of such a thing in 35 years of teaching. You don't believe that there are any gay/lesbian kids in the school, even this student.

FRENCH TEACHER: You are one of only three Jewish teachers in the school and have been there for twenty years. You can remember overhearing anti-Semitic comments when you first began your career.

Role Play:
Developing an Inter-Area Gay-Straight Alliance for a Diverse Population in Massachusetts

This role play is designed for a setting with high schools drawing from divergent populations of students. While an urban setting may seem most feasible, it is possible to construct alternative possibilities for a more rural or semi-urban setting. The purpose of the role play is to bring together divergent groups of people, a mixing of status along with race, gender, and socio-economic class. While the establishment of an area-wide GSA is the stated objective of the role play, the discovery of meaning and intent as well as developing thoughtful strategies are valuable goals. In addition to feeling or experiencing a role 'not of one's own' the potential for disrupting traditional rules of education may create new possibilities and points of view. There are a few logistical twists and turns. The role play works best where there is meeting space on different levels of one building, including, if weather permits, an area outdoors.

Three high schools are represented in the descriptions below along with three groups of educational constituents. These descriptions, of course, are merely suggestive. The role play is designed for three stages. First, high school groups -- students and teachers -- meet together. Principals and Superintendents meet in a separate group. Second, a student group (all high schools) meet together while a teacher group (all high schools) meet in a separate group. Again, Principals and Superintendents continue their group discussion. Finally, all participants meet together.

High School & Community Descriptions:

<u>Crimson High School & Community</u>

Crimson is one of the most affluent communities in the city. It also has one of the worst voter participation records. CHS has a breadth of diversity (students represent over 70 countries). Many graduates further their education either at universities, state colleges, or in art and music institutes. Their Principal is proud of their slogan "We are Intolerant of Intolerance." They have a strong Gay-Straight Alliance which has school funding and the organization spearheads many school-wide and community events, for example, an AIDS Dance.

Forest High School & Community

Forest comprises many different ethnic groups, including Irish and "Hispanic," and while its economic status is lower working-class to poor (with a few upper-middle-class liberals), its voter participation record is quite strong. Only forty-five percent of students entering Forest High graduate. Teen pregnancy takes many girls out of school. The school makes an effort to focus on the unemployment problems for its male students, but its vocational education equipment and training manuals are many years out of date. Forest High's Principal is equally proud of their slogan, "United, We Cannot be Defeated." The school has many after-school programs for Life Adjustment, but it does not have a Gay-Straight Alliance.

Indigo High School & Community

Indigo is an upper-middle-class city immediate adjacent to Crimson. It prides itself on active political involvement of its citizens, especially with respect to its academically strong schools. Conservative citizens have been active in attempts to reintroduce traditional family values within the school system. Almost all of Indigo's graduates further their education in college, many at prestigious universities. The school is also a strong advocate of community service; their slogan is "Community for All." The Principal is a liberal, humanitarian leader who strives to build a learning community in which individuals create full and productive lives. Three years ago, one charismatic student leader created a Gay-Straight Alliance, but since his graduation the groups has met only sporadically.

Constituency Groups:

Principals & Superintendents

Well, it's now more than just "in the air." The Governor has actually passed an amendment to the Anti discrimination Law which includes sexual orientation as a category for nondiscrimination in the public schools. You must: protect gay, lesbian, bisexual and transgendered youth from harassment, violence and discrimination; offer staff training on crisis and violence prevention with sensitivity for this population of youth; and, upon the request of students, organize school-based support groups with appropriate resources.

You are mediators between school and community as well as a leaders for your particular institutions. You are clearly thoughtful, dedicated individuals with heartfelt concerns for all community members.

Will your school or community be seen as promoting homosexuality? Could a GSA sponsoring teacher be vulnerable to criminal statutes? What goes on in those student meetings anyway? How will you be able to oversee, much less lead the introduction of materials and resources? How will you bring teachers, counselors, and staff along in this endeavor? How will you, mid-to-late career, deal with the issue of sexuality?

Teachers

Your goal is to be an avenue through which your students are thoughtful, concerned learners. You hope that they will have rich lives and will be active community participants. You want your students to think carefully about what they are doing for themselves and for each other. You are also concerned about their social and emotional development as well as their cognitive development. You also want for yourself a strong, committed, and safe working environment. You may prefer to allow students to take the lead, or you may prefer that teachers play a leadership role (ex. in faculty and or curriculum development).

Will a GSA disrupt this process? Who is to benefit from an area-wide GSA? With Principals and Superintendents as traditional leaders, how will you amplify the voice of teachers? Is the participation of the Teacher's Union/Association at all desirable?

Students

Your goal is to create an area-wide Gay-Straight Alliance. How can this be accomplished in light of the inter school differences? What strategies will you employ to marshal participation from other schools as well as the support and cooperation of teachers and administrators? Whose concerns will you address and how? Will you wait until the Area meeting to bring your concerns forward or might you approach teachers or principals now? You know where they are meeting. HINT: Consider a three part approach: knowledge, personal meaning, and practice as you develop your strategies.

Logistical Suggestions:

Stage One: High School Group Meetings & Principal/Superintendents Meeting

This stage, 10-15 minutes, allows participants to become familiar with their assignments within the role play, to gain a sense of community identity (status, race and ethnicity) as well as some group loyalty.

If possible, assign groups to areas which reflect their status. The Principals and Superintendents might meet in a "best" room, or close to a refreshment area (the soft drink and candy machines). The high school which draws from the least privileged population might meet in a "worst" room, or, if weather permitting, at the back door of the building.

Stage Two: Inter-Area Constituency Meetings & Principal/Superintendents Meeting

This stage, 15-30 minutes, allows participants to meet together by their principle roles within the role play. Teachers and students each meet to discuss common and uncommon concerns and to develop strategies to meet those concerns.

While the principals and superintendents continue to meet in their Stage One area, assign the student group to the same area where the high school with the lowest status met during Stage One.

Stage Three: Plenary Meeting

In this stage, 30-45 minutes, all participants meet together to discuss the feasibility of establishing an area-wide Gay-Straight Alliance. Depending on the

strategies developed by the various constituencies, this meeting will take any one of a variety of paths. Will the Principals and Superintendents dominate the conversation? How will the voices of those with the least status be amplified? Will teachers be caught in the middle between the concerns of superintendents and students?

The ways in which various groups developed strategies and identified important concerns might be articulated as part of this stage. Otherwise, it might be wise to save 10-15 minutes for a debriefing.

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